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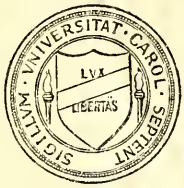

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VOLUME V, NO. 1 SEPTEMBER 1, 1925

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

CORRESPONDENCE INSTRUCTION CATALOGUE
1925-1926

BUREAU OF CORRESPONDENCE INSTRUCTION

THE UNIVERSITY OF NORTH CAROLINA PRESS
Entered as second-class matter October 19, 1924
CHAPEL HILL, N. C.

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UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

Published by the University of North Carolina twice a month, September, October, November, December, and once a month, January, February, March, April, May, June.

Succeeding and combining UNIVERSITY OF NORTH CAROLINA EXTENSION LEAFLETS, Volumes I-IV, and THE UNIVERSITY OF NORTH CAROLINA RECORD, EXTENSION SERIES 1-41.

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BUREAU OF CORRESPONDENCE INSTRUCTION

General Information

Correspondence Study has been designed to give everyone who cannot attend the University of North Carolina an opportunity to get some of the advantages of instruction and culture that may be a help to him. To those who desire to study for degrees or teachers' certificates, for cultural or vocational purposes, the correspondence study method offers an excellent opportunity.

Correspondence study is simply a method of learning through the study of textbooks, and answering in writing the questions asked in each lesson assignment. Each assignment contains: (a) Full directions for study, including references to textbooks by chapter and page; (b) suggestions and helps of the instructor; (c) questions to test the student's method of work and his understanding of the work done. When a student has registered for a course three assignments are sent him. He does the work outlined in the first assignment and sends his paper to the Extension Division and then begins work on the second assignment. Upon receipt of each completed assignment from the student the Extension Division sends him a new assignment. At the University each paper is corrected and graded by a member of the faculty and then returned to the student. While it is *very* desirable that the student send in work regularly, at least one assignment each week, he has the privilege of sending it in as he is able to complete it.

Correspondence Instruction is no longer an experiment but is an assured success. This fact is testified to by University instructors and by earnest and enthusiastic students.

It is not the purpose of correspondence study to discourage study in residence. On the contrary, it is believed that many who thus become interested in continuing their education will be led to avail themselves of residence study. In residence the student comes into personal contact with teachers and a large body

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of students. The constant contact with scholarly and cultured people has always been looked upon as a prime factor in the rounded education of young people.

However, to quote the *Uuniversity of Texas Bulletin:* " . . . Correspondence study offers substantial advantages. In correspondence instruction the teaching is entirely individual; each student comes into individual relation with the instructor in a way impossible in the crowded class-room. He recites the whole of every lesson with a consequent advantage to himself that is obvious. Full opportunity is given to discuss all difficulties in writing, and this written discussion in itself affords valuable training. Further, a correspondence student is not hampered by the usual time regulations; he may take up study at his convenience without awaiting the fixed date of a college term."

Quoting from the *University of Oregon Monitor:* "Those who find their only opportunity for study in the correspondence method should never feel apologetic or unfortunate. Dr. Harper, once president of the University of Chicago, long ago discovered that 'the work done by correspondence is even better than that done in the classroom.' The University of Pittsburgh reports that many correspondence-study students testify that their correspondence-study work meant more to them than work in residence. The University of Oregon and scores of other universities and colleges, including the Universities of Wisconsin, Chicago, Indiana, California, Minnesota and North Carolina, endorse the method by granting college credit to their successful correspondence students. The correspondence method, then, is a valid, practicable, approved method of study and instruction."

CREDIT

Unless otherwise noted, all courses offered count toward the A.B. degree. Some courses are credited toward B.S. degrees. No courses offered count toward the master's degree.

To work out a systematic plan for taking correspondence instruction toward the A.B. degree, study carefully the *Residence Requirements for the Degree of Bachelor of Arts* found on pages

10-11. Courses marked with an asterisk (*) are given by correspondence. The other courses listed in this catalogue are electives.

The State Department of Public Instruction at Raleigh will, in accordance with their regulations, credit all courses listed in this catalogue toward *state teachers' certificates.*

Entrance Requirements

If *degree credit* is desired, an applicant for correspondence work must meet the University entrance requirements and be enrolled in the University. These entrance requirements state that an applicant must have at least fifteen units from an accredited high school. The high school record must be transferred to the University on a blank that will be furnished for the purpose. An applicant for advanced standing may be ranked as a sophomore, junior, or senior when credit for work taken at other colleges has been properly transferred to the University and accepted by the examining committee.

If *certification credit only* is desired, correspondence courses may be taken by any teacher who holds a Standard State Certificate. This means any certificate except the One-year Temporary, Provisional A, and Provisional B. When working for certification credit only it is not necessary to enroll in the University. However, this is necessary when both degree and certification credit are desired. By enrolling in the University it is possible to take correspondence courses that count for both degree and certification credit at the same time.

Amount of Credit

Each course listed in this catalogue as "Credit, 1 course" corresponds to one-ninth of a year of regular college work or, in terms of certification credit, three and one-third semester hours. Each course listed as "Credit, ½ course" corresponds to one-eighteenth of a year of work in the University or two semester hours of certification credit. Thirty semester hours are considered a year of college work, which is the credit necessary to raise a certificate one class. The quickest and best method of raising a certificate is to combine correspondence instruction with summer school and extension class work.

The State Department of Public Instruction will accept seven and one-half hours of extension work as the equivalent of one summer school. However, teachers who completed one summer school unit in extension before October 1, 1924, will be allowed a summer sehool unit for each six semester hours of work until the certificate has been raised one class. As announced in the *Regulations Governing Certificates for Teachers, 1924,* it is the plan of the State Department of Public Instruction to place the summer school unit of work also on the basis of seven and one-half semester hours.

One year only of correspondence work may be credited toward the undergraduate degrees.

Length of Courses

Each correspondence course has been developed by a member of the faculty so that it parallels a course given in residence in the same subject and covers an equal amount of work for which equal credit is given. Although it may vary, a correspondence course which gives one-half course credit has about sixteen assignments and one which gives one course credit about twenty-seven assignments. Each assignment covers approximately two days of residence work. On such assignments a student is expected to put approximately six hours or else sufficient time to do the work in the best possible manner. Where there are a small number of assignments in a course each assignment covers several days of residence work. The number of assignments in a course is really incidental, since the total amount of work for a unit of credit is always the same.

Without Credit

Those who desire to take correspondence courses but do not wish any credit may register for such, provided they can demonstrate their ability to carry on the work satisfactorily.

Transferring Credit

A record of the extension work completed towards a degree will be transferred to another institution, when this request is made by the student. For its own degrees the University of

North Carolina makes no distinction between credit obtained in extension and that obtained in residence, except that there is a limit to the amount of extension work that can count towards a degree. But the University cannot determine the policy of other institutions in reference to accepting towards their degrees credit for work completed in extension elsewhere. There are very few standard colleges or universities at this time, however, that do not accept credit for work completed through extension instruction in other standard colleges or universities.

The Extension Division will transfer credit to the State Department of Public Instruction to be applied towards teachers' certificates *when requested to do so by the student.* The State Department has requested the Division to transfer credit for this purpose only at two stated times during the year—June 30 and September 30. Unless the work is completed before October 1, credit will not be allowed by the State Department as of the July preceding but will be carried forward to the July next succeeding.

Special Notices for Teachers

Read carefully the above paragraph.

School teachers with sufficient ability and experience, who are working for certification credit, may take junior and senior correspondence courses though they may be technically rated as freshmen or sophomores. Eligibility of a teacher to take such correspondence courses will be decided by the head of the department and the dean of the school under which the subject is given.

Teachers who need *professional* courses must be sure to choose them in their own professional field. For instance, a primary teacher should not take a course in High School Methods. If courses for *professional credit* are needed, indicate this on the application blank, which is to be found on the last page of this catalogue.

Teachers who fail to complete the equivalent of one summer school unit of work while in summer school may finish the unit by extension.

Fees

A fee of eight dollars ($8.00) is charged for each half course (subject); a fee of thirteen dollars and a half ($13.50) is charged for one course. These fees are effective September 1, 1925. No fees or parts of fees can be refunded after a course is once begun. A registration fee holds good for twelve months only. If it is desired to continue a course not completed within that time a renewal fee of two dollars ($2) for each half course and three dollars ($3) for each whole course will be required in order to extend the time for three months. Only two extensions of three months each will ordinarily be allowed.

A certificate or diploma, size 9″x12″, suitable to be framed, will be sent upon request to each student upon completion of a course, at a cost to the student of $1.00. All students completing courses receive free of charge a small card, 3″x5″, giving all necessary information concerning completed courses.

Textbooks

Textbooks are purchased by the students themselves, usually through the Extension Division. When a student has finished a course the Extension Division will repurchase books which are in good condition if the student desires to sell them, provided the course has not been discontinued. Upon application to the Extension Division reference books for supplementary reading may be borrowed from the University Library.

RULES GOVERNING CORRESPONDENCE WORK

1. Not more than two courses may be carried at one time and it is advisable to take one course and complete that before registering for another.

2. Students may enroll for correspondence work at any time during the year. However, it is important to register as early in the fall as possible (between September fifteenth and November first).

3. Work taken by correspondence must be completed within one year from date of registration or a renewal fee will be required. No course may be completed in less than 30 days.

4. Those who wish credit must take a final examination upon the completion of all assignments in a course. This examination may be taken either at the University or at home under conditions approved by the University.

5. It is desirable that students send in at least one assignment per week.

6. A subject previously taken in any institution for which either degree or certification credit has already been given can not be taken for credit by correspondence.

7. One year of residence work is required by the University before any degree will be granted.

8. Not more than the equivalent of one year of residence work, which is nine whole courses (30 semester hours), may be earned by correspondence study. One-half of this amount is the maximum of correspondence work that may be completed in any twelve-month period.

9. When a student has completed a correspondence course all assignments must be returned to the Extension Division before a final grade or credit will be given.

THE HONOR SYSTEM

Correspondence courses, like residence courses, are on the honor basis. The student body of the University has through a century of traditions developed an honor spirit and an honor system. A student who plagiarizes, copies, cheats, or in any way does dishonest work is not only denied credit for the course but is also dismissed from the University by his fellow students. Work must be honest above all other qualities. Each correspondence student is on his honor to do only honest work.

To make certain that there be no semblance of dishonor it should be an unfailing habit *never* to use the textbook or any other materials or aids after the questions have been read.

No credit will be given for a course in case the student has been false to the pledge of honor.

HOW TO REGISTER FOR CORRESPONDENCE WORK

Read carefully all the preceding pages. Then look through the list of courses and select one or two which you need or in

which you are most interested. Next fill out the application blank in the back of this bulletin; detach and mail to the University Extension Division, Chapel Hill, N. C.

Before writing to the Extension Division be sure to fill out EVERY LINE of the registration blank in the back of this catalogue. If you are a school teacher, be certain to give exact information where called for concerning your teacher's certificate; that is, Kind (whether elementary, primary, grammar grade, or high school); Class (whether A, B, or C); And the Number.

Textbooks will not be sent unless requested on line 13 of the registration blank.

EXTENSION CLASSES

Each year the University conducts a number of extension classes in many communities of the State. These classes usually meet one double period a week for sixteen weeks and are taught by members of the University faculty. There are two semesters in the extension class year: The first begins about October first and ends in January, the second begins February first and closes in May. Most of the subjects in the University curriculum can be given in extension classes. The following are some of the subjects now being offered: Economics, Commerce, Education, Engineering, English, History, Mathematics, Music, Philosophy, Psychology, French, Spanish, Rural Social Science, and Sociology.

The rules with regard to credit for extension class work are the same as those printed in this catalogue. Those not wishing credit are also eligible to take extension classes.

Any person or group wishing to organize an extension class should send in an application to the Extension Division as early as possible. The minimum number of students for which the Extension Division will organize a class is fifteen. The fee for each extension class, giving two semester hours credit and meeting sixteen double periods, is $10.00. A request for such a class should be accompanied by a statement of the probable enrollment, the general type of persons who wish to take the course, where the class will meet, who will have charge of local

organization arrangements, and what particular course is desired. As many of these classes will be organized as the resources of the Extension Division will permit.

The new extension class catalogues are now off the press and persons interested should write the Extension Division for copies.

Through the summer postgraduate medical courses for doctors are conducted in a number of communities throughout the State. Courses that have been given successfully thus far are Pediatrics, Internal Medicine, and Pathology.

RESIDENCE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

This section is inserted so that correspondence students may select their courses in line with the requirements for the degree of Bachelor of Arts, should they desire to do so.

The course leading to the degree of Bachelor of Arts is designed to provide a general, well-rounded, liberal education.

In order to be recommended for the degree a student must pass satisfactorily thirty-six whole courses. In residence two half courses are equivalent to one whole course. Nine whole courses (one year of college work) may be taken by correspondence instruction. At least one year in residence is required before a degree will be granted.

In the first two years the student pursues a more or less definite curriculum, taking nine courses each year according to the following plan:

Freshman Year

* English 1		Greek 3-4
* Mathematics 1-2	Select two	* Latin 1-2
* History 1-2		French 3-4
		German 3-4
		* Spanish 3-4

* Given by correspondence instruction.

Sophomore Year

Select one:
- * English 3-4
- Botany 1-2
- Chemistry 1-2
- Physics 1-2
- Zoölogy 1-2
- Botany 1 and Zoölogy 1
- * Geology 1-2

Select two:
- Greek 5
- Latin 3
- French 5
- * German 21
- * Spanish 5

Electives, 3 courses

Sophomore elective courses which are given by correspondence: Economics 1-2, 5; English 16, 20, 59; French 4, 6; German 21; Government 1-2; History 3-4; Psychology 1-2; Sociology 1, 10; Spanish 3-4, 5, 6.

Junior and Senior Years

During the junior and senior years the work is on an elective basis, providing what is deemed a proper amount of concentration in study and, at the same time, a certain distribution of subjects.

The student may specialize in any one of eighteen University departments. Each year not less than three courses nor more than five courses may be elected in this department; the remainder of the year's work to make up nine courses must be elected in other departments. This program is to be worked out in consultation with the head of the department in which the student has decided to specialize.

Subjects which are given by correspondence instruction during the junior and senior years may be noted by glancing at the descriptions of the courses listed in this bulletin.

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* Given by correspondence instruction.

Courses of Instruction

SCHOOL OF COMMERCE

Economics

c 1. GENERAL ECONOMICS. Credit, 1 course.
PROFESSOR LEAR. Fee, $13.50.
Sophomore and Junior elective. *25 assignments.*

This course is designed to present the outlines of economic theory and to give the student an understanding of the general principles underlying our complicated industrial life. An analysis is made of the forces which operate in markets to determine value, and the features of the consumptive, productive, and distributive processes are presented.

c 2. GENERAL ECONOMICS. Credit, 1 course.
PROFESSOR LEAR. Fee, $13.50.
Sophomore and Junior elective. *27 assignments.*

This course is planned to present in a scientific way, the several economic problems which characterize our industrial system. Emphasis is placed on the practical phases of economic study. Money and banking, foreign exchange, foreign trade and tariff legislation, the monopoly problem, the labor situation and various schemes of economic reform constitute the chief topics of study.

c 5. ECONOMIC HISTORY. Credit, 1 course.
PROFESSOR SPRUILL. Fee, $13.50.
Sophomore and Junior elective. *27 assignments.*

The purpose of this study is to lead the student through the channel of history into the field of modern economy. Our present economic system is presented as a product of evolutionary processes. Special emphasis is placed on the development of the wage system, the ebb and flow of business activity, the expansion of markets, and the growth of capital, etc., as they have manifested themselves in English and American history.

NOTE: Unless otherwise stated in the descriptions of the courses, the "c" numbers are the same as in the University catalogue and also correspond to the "s" numbers in the summer school catalogue and the "E" numbers in the extension class catalogue.

c 30. LABOR PROBLEMS. Credit, 1 course
PROFESSOR ATKINS. Fee, $13.50.
Prerequisite, Economics 1-2. *27 assignments.*

A study of labor as a factor in the industrial process; of the wage system and employment problems; of immigration and poverty; of labor organizations, strikes, lockouts, arbitration, factory legislation, and industrial education.

Commerce

c 1. ACCOUNTING: PRINCIPLES. Credit, 1 course.
PROFESSOR PEACOCK AND Fee, $13.50.
MR. HEARN. Laboratory fee, $3.00.
Prerequisites or corequisites, *27 assignments.*
Economics 1-2

Study of the theory of debit and credit, record making, organization of accounts and presentation of financial and profit and loss statements. Laboratory exercises in accounting problems and technique.

c 20. SALESMANSHIP. Credit, 1 course.
PROFESSOR TAYLOR. Fee, $13.50.
Prerequisites or corequisites, Laboratory fee, $1.00.
Economics 1-2. *25 assignments.*
Psychology 1-2.

This course will include a careful analysis of the psychology of selling; the qualifications of a good salesman, and their development; the relative value of suggestion, persuasion, and argument in securing decision; the scientific analysis of a sale —the preapproach, the approach, the demonstration and consummation. Typical problems in selling at retail and wholesale and in marketing various types of specialties are presented.

c 22. ADVERTISING. Credit, 1 course.
PROFESSOR TAYLOR. Fee, $13.50.
Prerequisites or corequisites, Laboratory fee, $1.00.
Economics 1-2. *27 assignments.*
Psychology 1-2.

The course consists of a study of the psychological basis of advertising, the types of advertising, and their adaptation to the various lines of business, the relative value of the various advertising media, the mechanism of an advertisement and methods of testing effectiveness. Attention is also given to the work of planning and executing an advertising campaign and checking up the results. Practical problems are a part of the course.

c 27. RETAIL SALESMANSHIP AND STORE MANAGEMENT. Credit, 1 course.
PROFESSOR TAYLOR. Fee, $13.50.
Prerequisites or corequisites, *25 assignments.*
Economics 1-2.
Psychology 1-2.

From the standpoint of the number of people employed, retailing is one of the most important of all occupations. This course is planned for those who are actively engaged in retail selling as well as for those who intend to enter the retail field. It presents the elements of salesmanship and shows how they may be applied to retail selling. Some of the subjects studied are: knowing the goods, knowing the customer, handling customers, the elements of personality, the selling process, appealing to the imagination, selling by suggestion, meeting objections, closing the sale. Study also is made of general store problems such as: buying problems, problems of credits and collections, store system and method, how to care for stock, display of merchandise. Typical problems in selling at retail are presented for solution by the student.

c 36. INVESTMENTS. Credit, 1 course.
PROFESSOR MATHERLY. Fee, $13.50.
Prerequisite, Economics 1-2. *25 assignments.*

A study of the various forms of investments with reference to their suitability for the different types of investors; the money market, its nature and the financial factors which influence the price movement of securities; elements of sound investments and methods of computing net earnings, amortization, rights and convertibles. The aim will be to train the student so he may be able to act efficiently in a financial capacity either as borrower or lender, as investor or trustee, or as fiscal agent of a corporation.

c 60. BUSINESS LAW. Credit, 1 course.
PROFESSOR ATKINS. Fee, $13.50.
Prerequisite, Economics 1-2. *27 assignments.*

The aim of the course is to give the student an understanding of the main principles of law which govern in the daily conduct of business. The topics discussed are: Contracts, agencies, negotiable instruments, sales, bailments, corporations, partnerships, and bankruptcy.

c 61. BUSINESS LAW. Credit, 1 course.
PROFESSOR ATKINS. Fee, $13.50.
27 assignments.

Continuation of c 60.

Allied Subjects

c 6. BUSINESS ENGLISH. Credit, ½ course.
PROFESSOR HOWELL. Fee, $8.00.
Prerequisite, English 1. *16 assignments.*
Sophomore, Junior, and
Senior elective.

A course in the vocabulary, forms, and literature of the business profession with special attention to letters of application and inquiry, routine, collection, adjustment and sales letters, business reports, and technical articles. Specimen letters are studied and criticized and actual business problems solved through written work. (This course parallels English 20 under Department of English in University catalogue except that it is a half course.)

NOTE: Certain courses listed under the School of Commerce count only toward the B.S. degree in Commerce.

SCHOOL OF EDUCATION

Education

c 1a. FUNDAMENTALS OF EDUCATION. Credit, ½ course.
PROFESSOR STEVENS. Fee, $8.00.
Sophomore course. *16 assignments.*

Education is viewed in this course as a series of changes in individual pupils. The elementary principles of educational psychology will be illustrated and studied briefly through assigned readings, experiments, and discussions.

c 1b. FUNDAMENTALS OF EDUCATION. Credit, ½ course.
PROFESSOR STEVENS. Fee, $8.00.
Sophomore course. *16 assignments.*
Continuation of c 1a.

c 4a. EDUCATIONAL SOCIOLOGY. (See Sociology c 4a.)

c 4b. EDUCATIONAL SOCIOLOGY. (See Sociology c 4b.)

c 20a. EDUCATIONAL PSYCHOLOGY. Credit, ½ course.
PROFESSOR JORDAN. Fee, $8.00.
Prerequisite, Educ. 1a-1b, or *16 assignments.*
Psychology 1-2.
Junior-Senior course.

To consider critically different topics, such as original nature of man, heredity versus environment, kinds of learning and factors influencing learning, individual differences, mental hygiene, mental measurement.

c 20b. EDUCATIONAL PSYCHOLOGY. Credit, ½ course.
PROFESSOR JORDAN. Fee, $8.00.
Junior-Senior course. *16 assignments.*
Continuation of c 20a.

c 26. PUBLIC SCHOOL EDUCATION IN THE SOUTH. Credit, 1 course.
Fee, $13.50.
PROFESSOR KNIGHT. *25 assignments.*

This course gives a historical survey of public school education in the Southern States with special attention to its development in organization, administration, and supervision since 1876. Present-day questions in rural education are studied in the light of their historical development, and attention is given to the educational reorganizations needed for the proper solution of the new rural life problems.

c 31. RURAL EDUCATION. Credit, 1 course.
PROFESSOR KNIGHT. Fee, $13.50.
24 assignments.

This course is planned for teachers and prospective teachers and principals of rural or village schools, county superintendents, and supervisors. Consideration is given to the principal problems of rural education in the United States with special emphasis on conditions in North Carolina. Attention is given to importance and condition of the rural school, and to plans for improving rural education. The curriculum, problems of support, administration, health, recreation, the county unit plan, and consolidation and transportation will be studied.

c 36a. HISTORIC FOUNDATIONS OF MODERN EDUCATION. Credit, ½ course.
Fee, $8.00.
PROFESSOR KNIGHT. *16 assignments.*
Junior and Senior elective.

This course traces the development of some of the more important educational problems of modern times as they have been affected by the social and political facts of history, by the contributions of the leading educational theorists, and by institutional practice. It deals with the growth of national systems of education and especially with the extension of popular education in the United States.

c 36b. HISTORIC FOUNDATIONS OF MODERN EDUCATION. Credit, ½ course.
Fee, $8.00.
PROFESSOR KNIGHT. *16 assignments.*
Junior and Senior elective.
Continuation of c 36a.

c 37a. PUBLIC EDUCATION IN THE UNITED STATES. — Credit, ½ course. Fee, $8.00. *16 assignments.*

PROFESSOR KNIGHT.

Junior and Senior elective.

The purpose of this course is to present the evolution of the educational practices and institutions of the United States. The elementary school, the secondary school, and the institutions of higher learning will be traced through (a) the period of transplanting of European institutions; (b) the period of modifications of institutional life to meet new conditions; and (c) the period of development of an educational system of free common schools, high schools, state universities, and technical schools, in harmony with the political and social ideals and institutions of America.

c 37b. PUBLIC EDUCATION IN THE UNITED STATES. — Credit, ½ course. Fee, $8.00. *16 assignments.*

PROFESSOR KNIGHT.

Junior and Senior elective.

Continuation of c 37 a.

c 42a. THE PUBLIC SCHOOL PRINCIPALSHIP. — Credit, ½ course. Fee, $8.00. *16 assignments.*

PROFESSOR TRABUE, MR. HAMPTON AND MR. MORRISON.

This course considers those problems of the public school principal that have to do with the organization and administration of a school and with the supervision of the school plant and equipment. Textbook: Cubberley's *The Principal and His School.*

c 42b. THE PUBLIC SCHOOL PRINCIPALSHIP. — Credit, ½ course. Fee, $8.00. *16 assignments.*

PROFESSOR TRABUE, MR. HAMPTON AND MR. MORRISON.

This course considers those problems of the public school principal that have to do with the improvement of instruction and of the course of study. Experience in teaching and Education 42a, or its equivalent, are prerequisites to this course.

c 46a. CLASSROOM MANAGEMENT. — Credit, ½ course. Fee, $8.00. *16 assignments.*

PROFESSORS TRABUE AND STEVENS.

A course for teachers on the organization and direction of activities in the classroom as distinguished from the administration of an entire school. Class routine, lesson planning, conduct of the recitation, and extra-curricular activities will be included.

c 46b. CLASSROOM MANAGEMENT. Credit, ½ course.
PROFESSORS TRABUE AND STEVENS. Fee, $8.00.
16 assignments.

Continuation of c 46a.

c 51. THE TEACHING OF MATHEMATICS IN THE HIGH SCHOOL.

(See course number c 51 under Department of Mathematics.)

c 51a. PRINCIPLES OF SECONDARY EDUCATION. Credit, ½ course.
PROFESSOR MOSHER. Fee, $8.00.
16 assignments.

This course parallels the first half of Education 51 in the University catalogue. It is based directly upon Inglis's *Principles of Secondary Education,* Parts I and II. It deals with such topics as the secondary school pupils, their physical and mental traits and individual differences; the secondary school population, its character and classification; the historical development of secondary education in America and in other countries, its relation to elementary and higher education, the social principles determining it and its aims and functions.

c 51b. PRINCIPLES OF SECONDARY EDUCATION. Credit, ½ course.
PROFESSOR MOSHER. Fee, $8.00.
16 assignments.

This course parallels the second half of Education 51 in the University catalogue. It is based directly upon Inglis's *Principles of Secondary Education,* Part III. It deals with the "means and materials of secondary education." It takes up such topics as the program of studies; criteria of subject values; the place of the various high school subjects in the program of studies; the organization of secondary education, etc.

NOTE: Either half of Education 51 may be taken by correspondence, and the other half may be taken in the summer school.

c 52a. GENERAL METHODS IN SECONDARY EDUCATION. Credit, ½ course.
PROFESSOR MOSHER. Fee, $8.00.
16 assignments.

This course parallels the first half of Education 52 in the University catalogue. It is based upon Colvin's *Introduction to High School Teaching.* It deals with a general survey of the nature of the secondary school pupil and of the subject matter taught in secondary schools; a study of the laws of learning which underlie and determine the conduct of the recitation and the management of the class.

c 52b. GENERAL METHODS OF SECONDARY EDUCATION. Credit, ½ course. Fee, $8.00.
PROFESSOR MOSHER. *16 assignments.*

This course parallels the second half of Education 52 in the University catalogue. It is based upon Parker's *Methods of Teaching in High Schools.* It deals with such topics as economy in class room management, types of learning involved in high school subjects, etc.

NOTE: Either half of Education 52 may be taken by correspondence and the other half may be taken in the summer school.

NOTE: Those who have taken the course listed as c2 in previous years are not eligible to take c 51a or c 51b, and those who have taken c 3 are not eligible to take c 52a or c 52b.

c 62a. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION. Credit, ½ course. Fee, $8.00.
PROFESSORS TRABUE AND TERRY. *16 assignments.*

This course is designed for those teachers who have not had any previous instruction in measurements and statistics. The theory of educational measurements will be developed from discussions of specific measuring scales. Emphasis will be placed upon sane interpretations of the results of testing and upon a reasonable program looking to the improvement of small school systems. Textbook: Trabue's *Measuring Results in Education.*

c 62b. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION. Credit, ½ course. Fee, $8.00.
PROFESSORS TRABUE AND TERRY. *16 assignments.*

This course consists in the practical application of the principles discussed in c 62a. The work will include (1) the actual giving of certain specified tests to a group of at least 35 pupils in a classroom and (2) the interpretation and use of the resulting scores in the improvement of instruction in the classroom studied. Test blanks and supplies for this work may be purchased directly from the publishers or they will be supplied at cost by the Extension Division.

NORMAL SCHOOL DIVISION

The courses offered in this Division are especially designed in accordance with the uniform teacher-training curricula for obtaining both the Primary C and the Grammar Grade C certificates, including also the Elementary B and A certificates. These

curricula were prepared by the State Department of Public Instruction, in conjunction with a committee of summer school directors.

Credit. The courses listed in this Division are primarily for certification credit but degree credit in the School of Education will be given for some of these courses under certain conditions. Each correspondence course listed in the Normal School Division gives two semester hours' certification credit. A summer school unit in the uniform curricula done by extension work is seven and one-half semester hours. Upon completion of four approved courses by correspondence instruction (eight semester hours), a teacher will be entitled to one summer school unit for renewal of a certificate or credit for one unit for raising an Elementary Certificate toward a Primary C or a Grammar Grade C. When the nine units of the Uniform Curriculum have been completed, the C certificate will be issued by the State Department.

Fees. For each correspondence course in the Normal School Division the fee is $8.00.

Textbooks. Textbooks are purchased by the students themselves, usually through the Extension Division. When a student has finished a course, the Extension Division will re-purchase books which are in good condition if the student desires to sell them, provided the course has not been discontinued. Upon application by the student to the Extension Division, reference books for supplementary reading may be borrowed from the University Library.

Rules. The same rules which govern all correspondence courses offered by the Extension Division apply to courses taken in the Normal School Division. These rules are listed in the first few pages of this catalogue and any teacher contemplating registering for courses in the Normal School Division should read carefully all the pages in the front part of this catalogue.

Descriptions. No description of any course in the Normal School Division is given in this catalogue. In practically all cases the correspondence courses cover the same work as outlined by the State Department of Public Instruction in Educational

Publication No. 86, Division of Teacher Training No. 14. Teachers who find it necessary to have a brief description of any course before registering may write to the State Department of Public Instruction for this publication, which is called "Uniform Curricula for Securing Primary C and Grammar Grade C Certificates".

Numbering. The courses offered by correspondence listed in this Division are designated by the "c n" numbers and are not in parenthesis. The numbers and letters in parenthesis have to do with the arrangement of the course in the Uniform Curricula. The Uniform Curricula numbering means as follows: The first digit shows the summer school unit in which the course occurs; the second digit indicates the number of preceding courses in that particular field. The numbers ending with "P" are for the Primary Curriculum only; those ending with "G" are for the Grammar Grade Curriculum only; those ending with "X" may be counted toward either curriculum. To illustrate: Education 55 G—Grammar Grade Arithmetic. The first numeral shows that this course comes in the fifth summer school; the second numeral, that it is the fifth course in Education; and G shows that it is a course in the Grammar Grade Curriculum only. When registering, give both the "c n" number of the course and its number and letter in the Uniform Curricula.

Eligibility. The correspondence courses in the Normal School Division are intended only for those teachers who are working toward an Elementary B or A Certificate, or a Primary C or Grammar Grade C Certificate. The holder of a C certificate may not register for any correspondence course in the Normal School Division except with the written approval of the State Department of Public Instruction. Teachers who already hold Primary or Grammar grade certificates, class B or class A or who hold High School teachers certificates, may not under any circumstances take work in the Normal School Division. Such teachers should register for the courses listed elsewhere in the College Divsion of this catalogue.

Course Suggestions.

1. Students should never take a course for which they have already received credit.

2. The holder of a Provisional Elementary Certificate issued upon an expired Elementary Certificate in Class B, with no summer school units toward an Elementary Certificate in Class A, should take work from Unit 2 of the Uniform Curricula; if she has credit for one or more summer school units, secured since the original Elementary Certificate in Class B was issued, her courses should be selected from Units 2 to 5 of the Uniform Curricula.

3. The holder of an Elementary B Certificate, issued on the basis of high school graduation and one summer school credit, should take the work as outlined in Unit 2 of the Uniform Curricula.

4. The holder of an Elementary B Certificate, issued on an expired Elementary Certificate in Class A, should take the sixth unit of the Uniform Curricula, unless there are courses in that unit for which credit has been received.

5. The holder of an Elementary B Certificate, issued on a year's college credit without professional work, should take professional courses from Units 2 to 5 inclusive of the Uniform Curricula.

6. The holder of an Elementry A certificate, issued on high school graduation and summer school credit, or on one year's college credit, should take work from the last four units of the Uniform Curricula.

DISTRIBUTION OF WORK BY SUMMER SCHOOLS

I. Primary Curriculum

No. 1

(Ed 11X)	Introduction to Teaching	2
(Ed. 12)	Elementary School Practice	2
(Eng. 11X)	English Composition	2
(Phy. Ed. 11X)	Plays and Games (General)	1
		7

NOTE: No courses equivalent to courses in unit No. 1 may be taken by correspondence.

No. 2

				Credit semester hours
Ed.	cn3	(Ed. 23P)	Special Primary Method (Reading)	2
Eng.	cn2	(Eng. 22X)	English Composition	2
Ed.	cn8	(Ed. 24X)	Introductory School Management	2
Writ.	cn1	(Writing 21X)	*Writing (Skill)	1½
				7½

(Nos. 1 and 2 required for Elementary B Certificate.)

No. 3

		(Ed. 35P)	Special Primary Methods (Language, Story Telling and Dramatization)	2
Eng.	cn3	(Eng. 33X)	English Composition	2
Geog.	cn1	(Geog. 31X)	Principles of Geography	2
		(Drawing 31X)	**Fundamentals of Drawing	1
				7

No. 4

		(Biol. 41X)	General Biology	2
Psyc.	cn1	(Psyc. 41X)	Child Study	2
Hist.	cn2a	(Hist. 41X)	American History	2
Soc.	c24	(Phys. Ed. 42P)	Plays and Games (Primary Grades)	1
				7

No. 5

		(Phys. 51X)	Personal and School Hygiene	2
Hist.	cn2b	(Hist. 52X)	American History	2
Ed.	cn5	(Ed. 56P)	Primary Number and Projects	2
		(Music 51X)	**Elements of Music	1
				7

(Nos. 1 to 5 inclusive required for Elementary A Certificate)

* Elective if proficient. This course may be taken only by teachers who plan to take Unit No. 2 as a whole.

** Elective if proficient.

No. 6

Ed. cn6	(Ed. 67P)	Primary Curriculum	2
	(Biol. 62X)	Biology (Plants)	2
	(Geog. 62P)	Geography and Nature Study for Primary Grades	2
	(Ind. Arts 61P)	Industrial Arts for Primary Grades	1
			7

No. 7

	(Hist. 73P)	History Material for Primary Grades	2
	(Biol. 73X)	Biology (Animals)	2
Eng. cn8	(Eng. 74P)	Children's Literature	2
	(Drawing 72P)	Drawing for Primary Grades	1
			7

No. 8

Ed. c1a	(Psyc. 82X)	Educational Psychology	2
	(Writing 82P)	Writing (Technique)	1
	(Ed. 88X)	Observation and Participation (Optional)	1
	(Geog. 83X)	Types of Industries	2
		Elective	1 or 2
			7 or 8

No. 9

Soc. c10a	(Soc. 91X)	Social Problems or	
	(Rel. Ed. 91X)	Religious Education	2
Hist. cn5	(Hist. 94X)	Citizenship	2
	(Music 92P)	Music for Primary Grades	1
	(Eng. 95P)	Reading and Speech	2
			7

II. Grammar Grade Curriculum

No. 1

(Educ. 11X)	Introduction to Teaching	2
(Educ. 12X)	Elementary School Practice	2
(Eng. 11X)	English Composition	2
(Phy. Ed. 11X)	Plays and Games (General)	1

NOTE: No courses equivalent to courses in unit No. 1 may be taken by correspondence.

No. 2

Ed. cn10	(Ed. 23G)	Grammar Grade Methods (Lang., Composition and Reading)	2
Eng. cn2	(Eng. 22X)	English Composition	2
Ed. cn8	(Ed. 24X)	Introductory School Management	2
Writ. cn1	(Writing 21X)	*Writing (Skill)	1½
			7½

(Nos. 1 and 2 required for Elementary B Certificate)

No. 3

Geog. cn1	(Geog. 31X)	Principles of Geography	2
Eng. cn3	(Eng. 33X)	English Composition	2
Hist. cn1	(Hist. 31G)	European Backgrounds	2
	(Draw. 31X)	**Fundamentals of Drawing	1
			7

No. 4

Psyc. cn1	(Psyc. 41X)	Child Study	2
	(Biol. 41X)	General Biology	2
Hist. cn2a	(Hist. 41X)	American History	2
Soc. c24	(Phys. Ed. 42G)	Plays and Games (Grammar Grades)	1
			7

No. 5

	(Physiol. 51X)	Personal and School Hygiene	2
Hist. cn2b	(Hist. 52X)	American History	2
Ed. cn11	(Ed. 55G)	Grammar Grade Arithmetic	2
	(Music 51X)	Elements of Music (Optional)	1
			7

(Nos. 1 to 5 inclusive required for Elementary A Certificate)

No. 6

	(Biol. 62X)	Biology (Plants)	2
Hist. cn4	(Hist. 63G)	North Carolina History	2
Ed. cn12	(Educ. 66G)	Grammar Grade Curriculum and Projects	2
		Elective	1 or 2
			7 or 8

* Elective if proficient. This course may be taken only by teachers who plan to take Unit No. 2 as a whole.
** Elective if proficient.

No. 7

	(Eng. 74G)	American Literature	2
	(Biol. 73X)	Biology (Animals)	2
Geog. cn3	(Geog. 72G)	Geography of North America	2
	(Draw. 72G)	Drawing for Grammar Grades	1
			7

No. 8

Ed. c1a	(Psyc. 82X)	Educational Psychology	2
	(Geog. 83G)	Types of Industries	2
	(Eng. 85G)	Literature for Grammar Grades	2
	(Ed. 88X)	Observation and Participation	1
			7

No. 9

Ed. cn13	(Educ. 98G)	Methods: Geography and History	2
Soc. c10a	(Soc. 91X)	Social Problems or	
	(Relig. Ed. 91X)	Religious Education	2
Hist. cn5	(Hist. 94X)	Citizenship	2
	(Music 92G)	Musical Appreciation for Grammar Grades	1
			7

The Teaching of Elementary Science, 2 credits, and English Literature, 2 credits, may be elected for any equivalent credit course of the last four summer schools (6, 7, 8, 9).

DEPARTMENT OF ENGLISH

c 1. FRESHMAN ENGLISH. Credit, 1 course.
MR. POTTER AND MR. JOHNSON. Fee, $13.50.
Extra revision fee, $3.00.
27 assignments.

Intensive reading, chiefly in prose; extensive reading among selected books and periodicals; constant written compositions and progressive exercises in sentence structure, paragraph structure, and organization of compositions.

c 3. SOPHOMORE ENGLISH. Credit, 1 course.
PROFESSOR HIBBARD AND ASSISTANT. Fee, $13.50.
26 assignments.

This course covers the same field as the first term of required sophomore English as outlined in the University catalogue. *The Great Tradition* is the text used and the period studied is from the Renaissance through the eighteenth century. The

basis of the work is the study of representative selections illustrative of the life and thought of the time in which they were written. While this is a literature course primarily, no student will be given credit for the term's work unless he shows a creditable ease in the matter of English composition.

c 4. SOPHOMORE ENGLISH. Credit, 1 course.
PROFESSOR HIBBARD AND MR. ADAMS. Fee, $13.50.
25 assignments.

A continuation of English c 3 based on more recent work in English and American literature.

c 6. ENGLISH OF COMMERCE. (Business English). (See description of this course listed under School of Commerce).

c 7. THE SHORT STORY. Credit, 1 course.
PROFESSOR HIBBARD. Fee, $13.50.
Junior and Senior elective. *25 assignments.*

A composition course primarily designed to offer students an opportunity for short story writing and to familiarize them with the form. The work of various European and American authors will be studied. This course parallels English 23 in the University catalogue.

c 8. MODERN DRAMA. Credit, ½ course.
PROFESSOR ROYSTER. Fee, $8.00.
15 assignments.

The main purpose of this course is to offer the student a general acquaintance with the chief tendencies of English and Continental drama of the past thirty years. The plays upon which the lesson assignments are based are printed in Dickinson's *Chief Contemporary Dramatists,* (First Series).

c 9. THE CONTEMPORARY AMERICAN SHORT STORY. Credit, ½ course.
Fee, $8.00.
PROFESSOR ROYSTER. *15 assignments.*

A consideration of the types and tendencies of American short stories of the past ten years. Reading of numerous examples of stories in this period.

c 31. DRAMATIC COMPOSITION. Credit, 1 course.
PROFESSOR KOCH, MR. POTTER AND Fee, $13.50.
MR. DENNY. *27 assignments.*

A practical course in dramatic composition. Emphasis is placed on the materials of local tradition and folk-lore, and of present-day life. Plays written in the course may be selected for production by The Carolina Playmakers.

c 37. SHAKESPEARE: THE COMEDIES — Credit, 1 course.
PROFESSOR..... Fee, $13.50.
27 assignments.

A study of Shakespeare's contribution to comedy. There is a consideration of Elizabethan conditions, the technique of the theatre, and the art of the play-wright, and a comparison of Shakespeare's practice in comedy with the classical and other forms.

c 59. AMERICAN LITERATURE. — Credit, 1 course.
PROFESSOR..... Fee, $13.50.
27 assignments.

A study of the literature of the colonial and revolutionary periods and of the early nineteenth century through Hawthorne and Poe.

c 64. CONTEMPORARY POETRY. — Credit, ½ course.
PROFESSOOR HOWELL. Fee, $8.00.
16 assignments.

A course designed to familiarize the student with the main currents and tendencies in poetry since 1900. It deals with both English and American poetry and will stress movements and forms rather than writers.

DEPARTMENT OF GEOLOGY

c 1. INTRODUCTION TO GEOLOGY. — Credit, 1 course.
(Part A. Dynamical Geology). Fee, $13.50.
PROFESSOR PROUTY. *27 assignments.*

This course deals with the physical geology of the Earth, its composition, structure, and the natural processes that are at work modifying it. In the laboratory work the student will take up the study of the common minerals and rocks, the interpretation of topographic maps, and earth features. Advantage will be taken of the local conditions for supervised field trips. Minerals, rocks, and maps will be furnished by the University at a nominal charge. (If materials are returned in good condition at end of course, the fee will be refunded).

c 21. INDUSTRIAL AND COMMERCIAL GEOGRAPHY. Credit, 1 course. Fee, $13.50. *26 assignments.*
PROFESSOR COBB.
Junior and Senior elective.

The course deals with man's interaction with his varying environment in the development of industries, and with the geographic conditions of different countries as giving rise to commerce. Sets of laboratory materials will be sent the student who pays an additional fee for same. (If materials are returned in good condition at end of course, the fee will be refunded).

c 22. INDUSTRIAL AND COMMERCIAL GEOGRAPHY. Credit, 1 course. Fee, $13.50. *27 assignments.*
PROFESSOR COBB.
Junior and Senior elective.
Continuation of c 21.

DEPARTMENT OF GERMANIC LANGUAGES

c 21. ADVANCED GERMAN. (Introduction to the history of German Literature).
PROFESSOR TOY. Credit, 1 course.
Sophomore, Junior and Senior elective. Fee, $13.50.
27 assignments.

Prerequisite, German 3-4 or one year of college German.

Lessing: *Minna von Barnhelm;* Schiller: *Die Jungfrau von Orleans.*

DEPARTMENT OF HISTORY AND GOVERNMENT

History

c 1. FOUNDATIONS OF MODERN HISTORY. Part 1. Credit, 1 course. Fee, $13.50. *26 assignments.*
PROFESSOR CALDWELL.

Required of all Freshmen.

A general course dealing with the fundamental factors in modern civilization in Europe and the United States. The emphasis of the course will rest upon the commercial revolution, European expansion, the Protestant revolt, colonial and dynastic rivalry, the Old Regime, the French Revolution, the industrial revolution, the rise of democracy, the influences, the growth of modern imperialism, and the course of modern international relations.

c 2. FOUNDATIONS OF MODERN HISTORY. Part II. — Credit, 1 course. Fee, $13.50. *27 assignments.*
PROFESSORS CALDWELL AND NEWSOME.
Required of all Freshmen.
Continuation of c 1.

c 3. ENGLISH HISTORY. — Credit, 1 course. Fee, $13.50. *27 assignments.*
PROFESSOR WAGSTAFF.
Sophomore, Junior and Senior elective.

The purpose of this course is to convey a good working knowledge of English history and to broaden it into a survey of the part the Anglo-Saxon race has played in world history.

c 4. ENGLISH HISTORY. — Credit, 1 course. Fee, $13.50. *27 assignments.*
PROFESSOR WAGSTAFF.
Sophomore, Junior and Senior elective.
Continuation of c 3.

c 14. MODERN EUROPEAN HISTORY. — Credit, 1 course. Fee, $13.50. *31 assignments.*
PROFESSOR WAGSTAFF.
Junior and Senior elective.

Course of study dealing with the primary factors that shaped European history from the close of the great religious war, 1848 (The Thirty Years' War), to the present time. The present Europe will be interpreted by a study of the influence that gave its nations their present boundaries, their particular forms of government, and their national ideals and ambitions. Outline studies, texts, and reference readings.

c 26. THE TEACHING OF HISTORY IN THE HIGH SCHOOL. — Credit, 1 course. Fee, $13.50. *27 assignments.*
PROFESSOR CALDWELL.

A study of methods in the teaching of history, the use of outlines, maps, collateral reading and illustrative material, the forms of recitations, examinations, etc. The work will be related directly to the High School courses in European History.

Government

c 1. COMPARATIVE GOVERNMENT. Part I. — Credit, 1 course. Fee, $13.50. *27 assignments.*
PROFESSOR HAMILTON.
Sophomore, Junior and Senior elective.

In this course an intensive study will be made of the governmental and social institutions of the leading states of the modern world. Part I will be devoted to the treatment of

the United States of America. In Part II the chief emphasis will be placed upon Great Britain and France, with outline studies of the institutions of other European countries.

c 2. COMPARATIVE GOVERNMENT, Part II. — Credit, 1 course. Fee, $13.50. *27 assignments.*
PROFESSOR HAMILTON.
Sophomore, Junior and Senior elective.
Continuation of Government c 1.

DEPARTMENT OF JOURNALISM

c 1. NEWS WRITING. — Credit, 1 course. Fee, $13.50. *27 assignments.*
PROFESSOR JOHNSON.

A course in elementary news writing, including practical work.

DEPARTMENT OF LATIN

c 1. READINGS IN ROMAN LITERATURE. — Credit, 1 course. Fee, $13.50. *27 assignments.*
PROFESSOR HARRER.
Freshmen elective.

This course is concerned with the translating of Latin, with work in vocabulary, and with a review of the chief principles of grammar.

c 8. LATIN COMPOSITION. — Credit, 1 course. Fee, $13.50. *27 assignments.*
PROFESSOR SANDERS.
Freshman and Sophomore elective.

The course will begin with translation into Latin of detached sentences illustrating the general principles of syntax and word-order; the second half will deal with continuous narrative and with questions of diction and style.

DEPARTMENT OF MATHEMATICS

c 1. MATHEMATICAL ANALYSIS I. — Credit, 1 course. Fee, $13.50. *27 assignments.*
PROFESSOR LASLEY.
Required of Freshmen.

A study of functions and their graphs, the limit notion, graphical treatment of rates, mean ordinates, maximum and minimum, areas, etc.—an introduction to the notions of the differential and integral calculus. Graphic solution of equations.

c 2. MATHEMATICAL ANALYSIS II. — Credit, 1 course. Fee, $13.50. *27 assignments.*
PROFESSOR LASLEY.
Required of Freshmen.

Solution of right and oblique triangles with applications. Logarithms and their application to computation. Solution of equations. Trigonometric analysis, series, permutations, combinations, complex numbers.

c 3. COLLEGE ALGEBRA. Credit, 1 course.
PROFESSOR HOBBS. Fee, $13.50.
44 assignments.

This course treats the quadratic equation with a detail discussion of the nature of its roots. Graphs are especially stressed. Determinants and their properties are gone into. Other topics, such as complex numbers, partial fractions, etc., are touched upon.

c 4. TRIGONOMETRY. Credit, 1 course.
PROFESSOR LASLEY. Fee, $13.50.
25 assignments.

This course concerns itself with the definitions of the trigonometric functions and the relations between the functions, their relations to the large notion of angles, the application of the functions and the log tables to the solution of triangles on the plane.

c 51. THE TEACHING OF MATHEMATICS IN THE HIGH SCHOOL. Credit, ½ course.
Fee, $8.00.
PROFESSOR HOBBS. *15 assignments.*

A study of the content and arrangement of the material of high school mathematics in accordance with the recommendations of the National Committee on Mathematical Requirements.

DEPARTMENT OF MUSIC

c 1. THEORY OF MUSIC (INTRODUCTORY). Credit, ½ course.
Fee, $8.00.
PROFESSOR WEAVER. *16 assignments.*

The rudiments of music, its structural elements in rhythm, melody, harmony, and form; simple exercises in reading and writing music.

c 10. HISTORY OF MUSIC. Part I. Credit, ½ course.
PROFESSOR WEAVER. Fee, $8.00.
16 assignments.

Primitive music, the music of the early civilized countries (particularly Egypt, Greece and Rome), the monophonic period, and the polyphonic period up to approximately the year 1600.

c 11. HISTORY OF MUSIC. Part II. — Credit, ½ course.
PROFESSOR WEAVER. — Fee, $8.00.
Continuation of c 10. — *16 assignments.*

c 20. HARMONY. — Credit, ½ course.
PROFESSOR WEAVER. — Fee, $8.00.
18 assignments.

A beginner's course in elementary harmony.

DEPARTMENT OF PHILOSOPHY

c 1. HISTORY OF PHILOSOPHY. — Credit, 1 course.
PROFESSOR BUTT. — Fee, $13.50.
Junior and Senior course. — *27 assignments.*

The history of philosophy from its origin among the Greeks to the present time; the various philosophical systems in their relation to the science and general civilization of the ages to which they belong, and their application to social, political, and educational problems.

c 2. HISTORY OF PHILOSOPHY. — Credit, 1 course.
PROFESSOR BUTT. — Fee, $13.50.
Junior and Senior course. — *27 assignments.*
Continuation of c 1.

c 4. ELEMENTARY AESTHETICS. — Credit, ½ course.
PROFESSOR GREEN. — Fee, 8.00.
Junior and Senior elective. — *16 assignments.*
The history and philosophy of the fine arts.

DEPARTMENT OF PSYCHOLOGY

c 1. GENERAL PSYCHOLOGY. — Credit, 1 course.
PROFESSOR DASHIELL AND ASSISTANT. — Fee, $13.50.
Sophomore, Junior, and — Laboratory fee, $1.00.
Senior elective. — *27 assignments.*

The aim of the course is to present the essential phenomena of psychology, and the various methods of approach. Emphasis is placed on the organic relationships within the whole field.

c 2. GENERAL PSYCHOLOGY. — Credit, 1 course.
PROFESSOR DASHIELL AND ASSISTANT. — Fee, $13.50.
Sophomore, Junior, and — Laboratory fee, $1.00.
Senior elective. — *27 assignments.*
Continuation of c 1.

c 45. THE PSYCHOLOGY OF SUBNORMAL CHILDREN. — Credit, 1 course.
PROFESSOR CRANE. — Fee, $13.50.
Laboratory fee, $1.00.
27 assignments.

Presentation of the psycho-neural aspects of feeble-mindedness in general and of the various types, together with their importance in relation to the problems of education, dependency, and delinquency. There will be discussion of the various clinical methods of determination and classification of feeble-mindedness.

DEPARTMENT OF ROMANCE LANGUAGES

French

c 4. FRENCH COMPOSITION. Credit, 1 course.
PROFESSOR DEY AND MR. HARRONIAN. Fee, $13.50.
27 assignments.

Prerequisite, French 1-2, and 3 in residence or one year of college French.

The object of this course is to provide students with an opportunity to acquire practice in writing French.

c 6. MASTERPIECES OF FRENCH LITERATURE.
PROFESSOR DEY AND ASSISTANTS. Credit, 1 course.
Prerequisite, French 3-4, and 5 in residence or two years of college French. Fee, $13.50.
27 assignments.

This course covers the masterpieces of the 17th, 18th, and 19th centuries, with selections from Corneille, Racine, Molière, Beaumachais, Voltaire, Lamartine, Victor Hugo, Alfred de Vigny, Rostand, etc.

NOTE: French c 4 and c 6 are not open to residence students.

Spanish

c 3. SPANISH COMPOSITION. Credit, 1 course.
PROFESSOR LEAVITT AND ASSISTANTS. Fee, $13.50.
Prerequisite, Spanish 1-2 in residence, or one year of college Spanish. *27 assignments.*

The object of this course is to provide the student with an opportunity to acquire practice in writing Spanish.

c 4. SPANISH COMPOSITION.
PROFESSOR LEAVITT AND ASSISTANTS. Credit, 1 course.
Prerequisite, Spanish 1-2, and 3 in residence, or one year of college Spanish. Fee, $13.50.
27 assignments.
Continuation of Spanish c 3.

c 5. MASTERPIECES OF SPANISH LITERATURE.

PROFESSOR LEAVITT.
Prerequisites, Spanish 3-4 in residence or two years of college Spanish.

Credit, 1 course.
Fee, $13.50.
27 assignments.

An intensive study of the works of Benavente, Bécquer, Moratin and Cervantes, with special attention to the lives of the authors; drill on idiomatic constructions, practice in translation and free composition.

c 6. CONTINUATION OF SPANISH 5.

PROFESSOR SHAPIRO.
Prerequisite Spanish 5.

Credit, 1 course.
Fee, $13.50.
27 assignments.

This course is intended to cover by a certain amount of intensive reading, reports, and collateral reading, the stretch of Spanish literary history from the Old Spanish period (twelfth century) to modern times.

DEPARTMENT OF RURAL SOCIAL SCIENCE

c 1. ECONOMICS AND HISTORY OF AGRICULTURE.

PROFESSOR HOBBS.

Credit, 1 course.
Fee, $13.50.
25 assignments.

The economics of agriculture. Historical sketch of agricultural development in the United States; Colonial agriculture, period of conquest, period of transformation, period of western expansion, period of reorganization. The economic and social areas of North Carolina.

c 20. NORTH CAROLINA: ECONOMIC AND SOCIAL.

PROFESSOR HOBBS.

Credit, 1 course.
Fee, $13.50.
Laboratory fee, $2.50.
25 assignments.

This course is designed to familiarize the student with North Carolina: Population, agriculture, resources, social life, economic development, industry. No textbook is required.

c 21. AGRICULTURAL COOPERATION.

PROFESSOR HOBBS.

Credit, 1 course.
Fee, $13.50.
27 assignments.

History of agricultural coöperation, principles of coöperation, coöperative organizations, rural credits, and coöperative marketing.

SCHOOL OF PUBLIC WELFARE

Department of Sociology

c 1. INTRODUCTION TO SOCIOLOGY. Credit, 1 course.
PROFESSOR MEYER. Fee, $13.50.
Sophomore, Junior and Senior elective. *27 assignments.*

The purpose of this course is to give the student a working knowledge of the general principles of sociology and to teach him to apply, to some extent, these principles to some of the social problems. The text used gives a good outline of one author's conception of the facts involved in the association of people together. The course contains a system of sociology. Studies are made of: The social population, social forces, social processes; social products and sociological principles.

c 4a. EDUCATIONAL SOCIOLOGY. Credit, ½ course.
PROFESSOR ODUM. Fee, $8.00.
Junior and Senior elective. *16 assignments.*

A course in the foundations of educational sociology giving special emphasis upon the utilization of sociology in determining the educability of the group and in correlating other institutions with the school. The social objectives for the individual, for the group, for the institutions, for school subjects, will be treated specially.

c 4b. EDUCATIONAL SOCIOLOGY. Credit, ½ course.
PROFESSOR ODUM. Fee, $8.00.
Junior and Senior elective. *16 assignments.*

c 4b a continuation of c 4a, with special emphasis upon original studies, researches, and practical projects in the application of the organization principles set forth in c 4a.

c 8. COMMUNITY ORGANIZATION. Credit, ½ course.
PROFESSOR STEINER AND MR. LAWRENCE. Fee, $8.00.
Freshman, Sophomore, Junior and Senior elective. *16 assignments.*

Principles of collective behavior and social control in their application to problems of community work. Analysis of different types of communities. Technique of community diagnosis. Fundamental factors involved in community organization. Evaluation of methods of community work. Study of examples of successful experiments in community organization. This is a professional course designed primarily for teachers, social workers, county superintendents of public welfare, and others interested in community work.

c 10a. THE STUDY OF SOCIAL PROBLEMS. Credit, ½ course.
PROFESSORS ODUM AND MEYER. Fee, $8.00.
16 assignments.

This course deals with a survey of the following problems: The Family; Growth of Population; Immigration; the Race Problem; Religion and Ethics. The origin, growth, structure, and activities of the family are studied. Divorce as a social problem is presented. Population studies as regards numbers and quality is stressed. Causes of human migration, types of immigrants, restrictive laws, and future trends of immigration are given. The negro in education, politics, wealth and religion offer study. Suggested remedies for a better adaptation are presented. The effects of geographic environment and heredity to the social problems are given and some of the programs of solution are studied. The textbooks are: Dow—Society and its Problems; Elwood-Sociology and Modern Social Problems.

c 10b. THE STUDY OF SOCIAL PROBLEMS. Credit, ½ course.
PROFESSORS ODUM AND MEYER. Fee, $8.00.
Prerequisite, Soc. c 10a. *16 assignments.*

Here the problems of maladjustments are given. Poverty, Crime, Defectives, Immorality, Child Labor, Unemployment, and other phases of maladjustment are offered. The causes, effects, and treatment of Poverty are presented. Crime is classified and criminals typed. Methods of treatment and causes and effects are stressed. The defectives and immoral are studied in relation to the social order. Problems of an economic nature but having direct social bearings are also given—child labor, unemployment, sweat-shops, women in industry and the like. Many constructive aids and programs for wholesome procedure are presented. The textbooks: In addition to those used in Soc. c 10a, Towne—Social Problems, (Revised).

NOTE: The student may take both of the above two half courses but it is necessary to take Sociology c 10a first. Sociology c 10a may be taken without following it with c 10b. Anyone who has had Sociology c 10 or c 10a prior to September 1, 1925, may *not* take either of these courses.

c 12. CRIME AND ITS SOCIAL TREATMENT. Credit, 1 course.
PROFESSOR STEINER AND MR. LAWRENCE. Fee, $13.50.
Junior and Senior elective. *27 assignments.*

Nature of crime; extent of crime; causes of crime; criminal law and procedure; theories and methods of punishment; the prison system; substitutes for imprisonment, problems of prison administration; the prevention of crime.

c 14. FAMILY PROBLEMS. Credit, ½ course.
PROFESSOR STEINER AND Fee, $8.00.
MR. LAWRENCE. *16 assignments.*

This course deals with the relation of the individual to the family and the family to the community. The technique of case work and its scientific approach, methods of investigation, interviewing, social evidence, sources, diagnosis, treatment.

c 23. THE THEORY OF PLAY AND RECREATION. Credit, ½ course.
Fee, $6.50.
PROFESSOR MEYER. *16 assignments.*

The theory of play and recreation is studied in this course, while in that which follows c 24 the practice is stressed. In this course the play movement is given with emphasis on the present need of play and how play is promoted. A study is made of the play instincts.—hunting, fighting, and housing as illustrations. Sex and age differences are given. Classification of movements and interest form a helpful section. The physical, mental, moral, social, and preventive values in play and recreation are studied and stressed. The text used is interesting and offers many helpful suggestions to those interested in play and recreational activities.

c 24. THE PRACTICE OF PLAY AND RECREATION. Credit, ½ course.
Fee, $8.00.
PROFESSOR MEYER. *16 assignments.*

In this course the practical field of play and recreation is entered. A helpful bibliography is studied. Playground plans, equipment, and activities are suggested. Emphasis is given to game analysis and methods of game instruction. Organiation work is studied. Boys' and girls' clubs; camp life as a part of the recreational program; special holiday activities and general athletics are some of the other topics studied. Many helpful aids and suggestions are given. Plays of simple imitation, story plays, rythmic plays, contests, goal games, tag games, team games and plays for special occasions feature the practical work.

NOTE: Any person contemplating taking both c 23 or c 24 should take c 23 first. C 24 may follow later, but it may be taken alone. Those who took Soc. c 24 prior to Sept. 1, 1924, may not take either Soc. c 23 or 24.

ARE YOU INCLUDED?

University courses of standard grade by correspondence offer excellent opportunities to hundreds of persons who are fully qualified to pursue them profitably but who, for various reasons, are unable to attend a university. Aside from the general appeal of this work it is particularly helpful to the following classes:

1. College students who are unable to pursue continuous residence courses.

2. School teachers who are working for certification credit.

3. High school graduates who can not go to college.

4. Professional and business men who wish to supplement their training.

5. Teachers in country schools who have had little or no normal school work and no college training.

6. The man or woman who left school early or who is too old to go to school and feels the value of broader training to make life more interesting or who seeks to change his or her vocation.

7. Club women who wish to pursue a systematic line of study.

8. The young man or woman who wishes to prepare for a business career.

9. Isolated men and women who desire some interest outside of themselves—who are reaching out for mental stimulus.

10. House-keepers and home-makers who wish to keep up with the times.

11. Ministers of the gospel laboring in remote places, who wish to keep abreast of the times in educational matters.

12. Those in public service—in fact all who are eager for knowledge or advancement, and are reaching out for mental stimulus, and desire to keep abreast of the times.

The Bureau of Correspondence Instruction of the Extension Division has been organized with the needs of these people in mind. In correspondence study the University projects itself into every corner of the State and is thus enabled to serve its patrons by meeting their educational needs, regardless of their geographical location.

The University of North Carolina as a public institution belongs to all the people of the State. Therefore it is YOUR University—use it.

ADVANTAGES OF CORRESPONDENCE STUDY

Correspondence study offers unusual advantages for individual study. The powers or initiative, concentration, self-reliance, and habits of study are developed to a degree not found in the class-room, because in correspondence study the student is constantly thrown upon his own resources and recites all of each lesson. The processes involved in the singling out of the essential points and the elimination of the non-essential, the organization of one's thoughts regarding the entire lesson and transferring this organized thought to written form in good, clear, concise English, are the processes which make this form of study so valuable. It must be clear to anyone familiar with the class-room that such processes are not possible there because of physical impediment. President Roosevelt gave this movement of modern times his approval by saying that in his opinion it was one of the remarkable improvements of the age.

By combining correspondence study with an occasional summer term any teacher may, in a comparatively short time, earn a life certificate and thus materially add to his culture and earning capacity.

Students may take courses by correspondence while engaged in their work at full salary and, by employing their spare moments, earn credits toward a degree or a teachers' certificate, or both, and increase their efficiency and earning capacity.

When you take correspondence instruction work all the resources of the University, and particularly of the School of Edu-

cation, the Library and the Extension Division, will be freely placed at your disposal. Every possible effort will be made to be of the greatest personal as well as professional help to you. The limit of such assistance will be set by your appeal for it and by the University's physical ability to supply it. The whole spirit of this work is the spirit of service; its limits, therefore, are not the limits of the spirit but of the body. Does not this work appeal to you?

Registration Blank for Correspondence Courses

Bureau of Correspondence Instruction

UNIVERSITY EXTENSION DIVISION

CHAPEL HILL, N. C.

This blank is to be filled out completely in the applicant's own handwriting. Avoid abbreviations. Fill out EVERY line.

1. Name (in full) Mr., Miss, Mrs. .....
2. Date ..... Age ..... Profession or occupation .....
3. Present address .....
4. Permanent address .....
5. If you have ever registered in any division of this University before, underline which division and give date: Residence term .....

   Summer school ..... Extension class .....

   Correspondence course .....
6. Scholastic Record:

	Name of school	Address	Years attended	Degree

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   Summer school ..... Extension class .....

   Correspondence course .....
6. Scholastic Record:

	Name of school	Address	Years attended	Degree
High School				
College				
Summer School				
Graduate work				

7. Commercial, industrial or teaching experience ..... No. years .....
8. If teaching, give KIND of state certificate held .....

   CLASS ..... NUMBER .....
9. What grade or subjects do you teach? .....
10. Number and subject of course desired .....
11. Mark X after kinds of credit you desire:

    *Undergraduate degree credit? ..... What degree? .....

    Certification credit? ..... Professional credit? ..... No credit? .....
12. How many hours per week have you available for home study? .....
13. Do you wish to purchase the books through the Extension Division? .....
14. References as to your character and industry (Give names and addresses) .....

    .....

    .....
15. Names and addresses of persons likely to be interested in correspondence courses .....

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    .....

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Money order or check for fees must accompany this blank.

*If you wish undergraduate degree credit note carefully instructions on page 5 of the Correspondence Catalogue.

VOLUME V, NO. 2 SEPTEMBER 1, 1925

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

EXTENSION CLASS CATALOGUE

1925-1926

BUREAU OF CLASS INSTRUCTION

First Semester begins Sept. 28, 1925
Second Semester begins Feb. 1, 1926

THE UNIVERSITY OF NORTH CAROLINA PRESS
Entered as second-class matter October 19, 1924
CHAPEL HILL, N. C.

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ADDRESS: UNIVERSITY EXTENSION DIVISION,
CHAPEL HILL, N. C.

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

Published by the University of North Carolina twice a month, September, October, November, December, and once a month, January, February, March, April, May, June.

Succeeding and combining UNIVERSITY OF NORTH CAROLINA EXTENSION LEAFLETS, Volumes I-IV, and THE UNIVERSITY OF NORTH CAROLINA RECORD, EXTENSION SERIES 1-41.

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General Information

EXTENSION CLASSES DEFINED

As a part of its extension service, the University of North Carolina conducts extension classes in many of the communities of the State. These classes are taught by members of the University faculty and the work corresponds very closely to that given in courses at the University. The same credit is given for work completed in extension classes as for work completed in residence, provided the university entrance requirements are met by the extension class students. Students not wishing credit are also eligible for the classes. Extension class work does not conflict with nor duplicate the work offered by local high schools through either day or evening classes—the work is distinctly of university grade. Courses of both a vocational and a cultural nature are offered.

PURPOSE OF EXTENSION CLASSES

Extension classes are offered to serve the needs of ambitious men and women of any age or training who desire the advantages of university training but who cannot attend a university or college. They form one of the principal methods by which the University is carried to the people of the State and help to make the State the campus of the University.

ELIGIBILITY

Any one in the State will be admitted to an extension class upon payment of the class fee and submission of evidence of ability to pursue the course profitably. Four classes of students may thus be reached: (1) Those who wish to join the class and attend the lectures but who do not care to work up the class assignments nor take the final examination. These students can receive no credit for the course. (2) Those who cannot meet the entrance requirements but who wish to work up the class assignments and take the final examination. Upon satisfactory completion of the course students in this group will be entitled to a non-credit certificate. (3) Those who wish to re-

ceive university degree credit for the course. This group must satisfy the regular entrance requirements of the University, must attend the prescribed number of class meetings, and must complete all assignments. (4) Teachers who wish certification credit only.

CLASS ORGANIZATION AND REGISTRATION

A minimum of fifteen students is required for an extension class. To register for an extension class the student must furnish all the information requested on a registration blank prepared for the purpose and must pay the registration fee. Since extension classes are distributed over a wide area of the State and are conducted in a number of relatively small communities, it is difficult to announce definitely in advance the course or courses that will be offered in each extension center or to announce a specific time for registration. Any community in the State may have an extension class, and those interested in working up the necessary enrollments are requested to write to the University Extension Division at Chapel Hill. The Bureau of Class Instruction will then furnish registration blanks on which to secure enrollments and, in addition, will aid materially in organizing the class by making general announcements concerning the course or courses through local newspapers and through other agencies which the Division has at its command. The best work can be done in extension classes when they are composed of students nearly alike in training, ability, and interest. This fact should be fully realized by those interested in securing enrollments for a class. Application blanks will be sent upon request to any one interested in organizing an extension class.

EXTENSION CENTERS

Any city or community in the State in which the University conducts extension classes is called an extension center. Many different courses may be offered in one center. The number of centers in which class work is offered is limited only by the demands of the people of the State and the resources of the University. Due to the fact that the greater number of extension classes are taught by members of the University faculty who have residence teaching schedules, most of the extension centers

at present will have to be near Chapel Hill. Full-time extension teachers have been added to the faculty of some departments, however, and this makes possible the organization of extension centers in more remote sections of the State.

EXTENSION TERM

The extension class teaching year will be divided into two semesters of sixteen weeks each. The first (fall) semester of each year begins the first of October and ends with the month of January; the second (spring) semester commences the first of February and ends in May.

In communities where courses for teachers are conducted during the fall semester, the work will be continued through the spring semester, provided the enrollment in the spring courses meets the minimum requirements. Generally the first half (section "a") of a full course will be given during the fall semester and the second half (section "b") of the same course will be given during the spring semester. In this way one half course (the equivalent of two semester hours) may be completed during the fall semester and another half course may be completed during the spring semester. In some instances two half courses may be offered in a community during either the fall or spring semester.

FEES

A registration fee of $10 will be charged each student for each course in which he enrolls in any extension semester. This fee goes to pay the travel and subsistence expenses of the instructor. This registration fee is the only cost to the student other than the price of the textbook or other class materials that may be required by the instructor. No fee or part of fee can be refunded once a class has begun.

A certificate or diploma, size 9″ x 12″, suitable to be framed, will be sent upon request to each student upon completion of a course, at a cost to the student of $1.00. All students completing courses receive free of charge a small card, 3″ x 5″, giving all necessary information concerning completed courses.

TEXTBOOKS

In order to insure the availability of textbooks at the first meeting of each extension class, the Division will order the books and other necessary class material in advance. These books or materials will be sold to the students at the regular retail price and must be paid for at the time they are distributed. The Division cannot open textbook accounts with students.

Arrangements have been made with the Package Library Service to loan many of the books in the University library to extension class students as supplementary material. The method of operation will be explained to the extension class instructors, who in turn will explain it to their classes. For some classes a special library of books will be deposited in the extension class center for the use of the students, these books to be returned to the University as soon as the class is ended.

CLASS MEETING

Each class will meet at least once a week in some suitable building convenient to the students, and at some hour convenient to both students and instructor. Generally these classes will be held in the evenings, commencing at about seven-thirty. Each meeting, unless otherwise arranged, will be for a period of an hour and forty-five minutes. There will be sixteen such meetings—generally one meeting each week until the course is completed.

CLASS ATTENDANCE

It is the duty of every student to attend the class meetings regularly. For credit towards a degree, or for credit towards raising the grade of a teacher's certificate, attendance at fourteen of the sixteen meetings is required. In cases of sickness or other unusual conditions, however, a student may be excused for additional absences upon the recommendation of the instructor. For a non-credit certificate given by the University for completing a course, attendance at three-fourths of the meetings is required.

CREDIT

All of the courses announced in this catalogue count towards a bachelor's degree in the appropriate school or college. Some

of the courses may count towards the master's degree. The Division of Certification of the State Department of Public Instruction will credit appropriate courses in extension class work towards state teachers' certificates. Therefore, a teacher may, by the extension class method, earn both degree and certification credit on the same course at the same time. Holders of standard state certificates may receive certification credit for work completed in extension even though they cannot meet the entrance requirements of the University. No subject previously taken in any institution for which degree credit or certification credit has already been given can be taken for credit in an extension class.

Amount of Credit—Each extension class consists of sixteen double periods and is the equivalent of a half course in the University. In terms of certification credit or credit in other colleges this is two semester hours.

The State Department of Public Instruction will accept seven and one-half semester hours of extension work as the equivalent of the six-weeks' summer school. Teachers who completed a summer school unit by extension prior to October 1, 1924, will be allowed a summer school unit for each six semester hours of work until the certificate has been raised one class. As announced in the *Regulations Governing Certificates for Teachers, 1924,* it is the plan of the State Department of Public Instruction to place summer school work also on the basis of seven and one-half semester hours.

Not more than the equivalent of one year of residence work (eighteen half courses), may be earned by extension class work, if the work is counted toward a degree. However, when working for certificate credit, or no credit at all, as much extension class work may be taken as is desired.

It is not necessary for teachers to complete a full summer school unit during the teaching year in which the work is begun. The work done on a summer school unit during one teaching year may be carried over to the following year and the unit completed then. Teachers in service are advised not to take more than three half courses in extension during a teaching year. How-

ever, teachers who desire to complete the equivalent of a summer school unit by extension in one year may do so by combining correspondence study with the extension class work.

Entrance Requirements—If degree credit is desired for an extension class it is necessary to meet the entrance requirements of the University, which means that a scholastic record showing at least fifteen units from an accredited high school must be filed with the Division. Blanks will be furnished for this purpose. Applicants for advanced standing may be admitted to the sophomore, junior, and senior classes when credit for work completed at other institutions has been properly transferred to the University and accepted by the examining committee. Blanks for this purpose will be furnished upon application.

If certification credit only is desired by a teacher, the requirement for entrance upon extension class work is a standard certificate. This means any certificate except One-Year Temporary, Provisional A, and Provisional B. If certification credit only is desired, it is not necessary to transfer the scholastic record to the University.

The Extension Division will not pass upon the entrance requirements of students applying for degree credit at the time of admission to the classes. Students entering for the first time will be responsible for determining if they can meet the requirements. Before the completion of the course, however, the student must submit an official transcript of his scholastic work, which will be passed upon by the University registrar. The student will be held responsible for securing this record and submitting it to the Extension Division. The Extension Division can not attempt to determine the eligibility of teachers to receive certification credit on extension class courses. Each teacher must know whether or not he holds a standard state certificate which will entitle him to receive certification credit on extension class work.

Master's Degree Credit—The administrative board of the graduate school has voted to allow credit for not to exceed two courses, or four half courses (eight semester hours) toward the master's degree for work completed in approved extension classes

conducted under the same conditions as prevail for graduate courses in residence. This does not affect the year's residence required, except that teachers in service may complete the residence requirements in two and one-half summer quarters (five summer terms instead of six).

If graduate credit is desired for work completed in extension, a petition must be filed in the graduate office stating the name and character of the course completed, the amount of time devoted to preparation of assignments, and the number of class hours. The instructor will also furnish a statement concerning the quality of the applicant's work. Forms on which to apply for graduate credit will be sent upon request.

Before graduate credit will be allowed for an extension class, the student must be admitted to candidacy for a degree in the Graduate School. This necessitates that a record of all work completed at other colleges or universities must be transferred to this University on blanks furnished for this purpose. A student who enters an extension class desiring to obtain graduate credit should understand that no guarantee can be given beforehand that he will receive graduate credit.

In the descriptions of courses given in this catalogue those marked with "G" will give graduate credit under certain conditions, this to be determined by such factors as the rank of the instructor, the personnel of the class, the eligibility of the individual student, library facilities, etc. Before registering for graduate credit in any extension class the student should ascertain, by communicating with the Extension Division, whether or not the class is of graduate rank.

For graduate credit a grade of C or higher must be made on each course. One-half of the total work required for a graduate degree must be of the grade of B or higher.

Professional Subjects—A teacher who needs professional courses must be sure to choose them in her own professional field. For instance: A primary teacher cannot receive professional credit for a course in High School Methods. The Extension Division can give the information as to what kind of professional credit each extension class gives. Each teacher should secure this information before enrolling.

Transferring Credit—A record of the work completed towards a degree in extension will be transferred to another institution when this request is made by the student. The University of North Carolina makes no distinction between degree credit obtained in extension and that obtained in residence, except that there is a limit to the amount of extension work that may count towards a degree. But the University cannot determine the policy of other institutions in reference to accepting towards their degrees credit for work completed in extension here. There are very few standard colleges or universities at this time, however, that do not accept credit for work completed through extension class instruction in standard colleges or universities.

The Extension Division will transfer credit to the State Department of Public Instruction to be applied towards teachers' certificates when requested to do so by the students. The State Department has requested the Extension Division to transfer credit for this purpose *only* at the end of the University academic year—June 30—and on September 30.

COURSES OFFERED

It is not practicable to offer in extension some courses that are being given at the University. Certain courses by their very nature cannot be offered as extension classes under present conditions. Courses that require expensive laboratory facilities are an example. In general, however, whenever the nature of a course now being offered in residence is such that it may be offered in extension, and when as many as fifteen students in any community in the State register for it, the Extension Division will try to provide an instructor.

Instructors teaching in residence may conduct only one extension class during a semester, except under unusual conditions. However, several courses by an instructor may be listed in this catalogue so that students may have a choice.

THE HONOR SYSTEM

Extension classes, like residence courses, are on the honor basis. The student body of the University has through a century of traditions developed an honor spirit and an honor system. A student who plagiarizes, copies, cheats, or in any way

does dishonest work is not only denied credit for the course but is also dismissed from the University by his fellow students. Work must be honest above all other qualities. Each extension class student is on his honor to do only honest work.

No credit will be given for a course in case the student has been false to the pledge of honor.

NUMBERING

All courses announced in this catalogue parallel courses offered in residence and have the same numbers as are used in the University Catalogue. However, in this catalogue the letter "E" is prefixed in order to designate that the courses are offered by extension class. Course numbers in the Correspondence Catalogue for 1925-1926 have the prefix "c" and those in the Summer School Catalogue have the prefix "s". The letters "a" and "b" placed after the numbers indicate that the course is offered as two half courses. Example: In the University Catalogue we find a whole course listed as 46, *Classroom Management.* In the Extension Class Catalogue this same course is listed as two half courses, E 46a and b; in the Correspondence Catalogue it is listed as c 46a and b; and in the Summer School Catalogue, as s 46a and b.

Courses of Instruction

All courses listed in this catalogue are half courses (twc semester hours' value). Each extension class meets for sixteen double periods, a double period being one hour and forty-five minutes. The fee for each half course is ten dollars.

All courses, unless otherwise noted, are of college grade and may be counted toward the bachelor's degree in the appropriate school or college of the University, as indicated by the Roman numerals listed with the course descriptions. In this scheme of numerals, I means the College of Liberal Arts; II, the School of Education; III, the School of Commerce; IV, Pre-medical course, or for a B.S. in Medicine; V, the School of Applied Science. The abbreviation "G" following the Roman numerals indicates that a course so marked may give credit toward a master's degree under certain conditions.

Any student contemplating registering for an extension class should read carefully all of the preceding pages.

SCHOOL OF COMMERCE

Economics

E. 1a. GENERAL ECONOMICS. I, II, III, IV, V.
PROFESSOR ATKINS OR WOOSLEY.
This course is designed to present the outlines of economic theory and to give the student an understanding of the general principles underlying our complicated industrial life. An analysis is made of the forces which operate in markets to determine value and the features of the consumptive, productive and distributive processes are presented.

E. 1b. GENERAL ECONOMICS. I, II, III, IV, V.
PROFESSOR ATKINS OR WOOSLEY.
Continuation of E. 1a.

E. 10a. MONEY AND BANKING. I, II, III, IV, V.
PROFESSOR MURCHISON.
A general study of the principles, functions, and forms of money, credit, and banking; a special study of the current money, credit, and banking problems.

E. 10b. MONEY AND BANKING. I, II, III, IV, V.
PROFESSOR MURCHISON.
Continuation of E. 10a.

Commerce

E. 1a. ACCOUNTING PRINCIPLES. III.
MR. HEARNE.

Lectures with laboratory work. Study of the theory of debit and credit, record making, organization of accounts, and presentation of financial and profit and loss statements. Laboratory exercises in accounting problems and technique.

E. 1b. ACCOUNTING PRINCIPLES. III.
MR. HEARNE.

Continuation of E. 1a.

E. 10a. BUSINESS ORGANIZATION. III. G.
PROFESSOR MATHERLY.

The forms of business organization with emphasis on the corporation. The external relations of a business organization and the internal coördination of the factors in production with a view to the establishment of effective control and definite responsibility for results. Special attention will be directed to the various functions to be performed, such as production, finance, personnel, marketing, risk-taking, and records and standards.

E. 10b. BUSINESS ORGANIZATION. III. G.
PROFESSOR MATHERLY.

Continuation of E. 10a.

E. 11a. INDUSTRIAL MANAGEMENT. III. G.
PROFESSOR MATHERLY.

This course covers the problems involved in the construction, equipment, and internal administration of an industrial enterprise. The location of plant; adaptation of building to processes; routine of work; types of specialization and methods of coördinating workers and departments; the delegation of authority and relation of responsibility to authority; the development and maintenance of standards; methods of purchasing, storing, and checking up materials; the determination and recording of costs; the handling of labor.

E. 11b. INDUSTRIAL MANAGEMENT. III. G.
PROFESSOR MATHERLY.

Continuation of E. 11a.

E. 14a. PERSONNEL MANAGEMENT. III. G.
PROFESSOR MATHERLY.

A critical study of the methods of hiring and handling employees in the various lines of industry. The supply, selection, training, promotion, transfer, and discharge of em-

ployees; the computation and significance of labor turnover; housing, educational, and recreational facilities; the functions of an employment department with reference to efficiency and the maintenance of good will between employers and employees.

E. 14b. PERSONNEL MANAGEMENT. III. G.
PROFESSOR MATHERLY.
Continuation of E. 14a.

E. 20a. SALESMANSHIP. III.
PROFESSOR TAYLOR.

This course will include a careful analysis of the psychology of selling; the qualifications of a good salesman, and their development; the relative value of suggestion, persuasion, and argument in securing decision; the scientific analysis of a sale—the pre-approach, the approach, the demonstration and consummation. Typical problems in selling at retail and wholesale and in marketing various types of specialties are presented.

E. 20b. SALESMANSHIP. III.
PROFESSOR TAYLOR.

Continuation of E. 20a.

E. 22a. ADVERTISING. III.
PROFESSOR TAYLOR.

This course consists of a study of the psychological basis of advertising, the types of advertising, and their adaptation to the various lines of business, the relative value of the various media, the mechanism of an advertisement and methods of testing effectiveness. Attention is also given to the work of planning and executing an advertising campaign and checking up results. Practical problems are a part of the course.

E. 22a. ADVERTISING. III.
PROFESSOR TAYLOR.

Continuation of E. 22a.

E. 23a. MERCHANDISING. III.
PROFESSOR TAYLOR.

The retailer is the last step in the system of merchandise distribution. His problems are many and because of his position in the field of business a study of his organization, functions, and methods is important. The preparation and maintenance of stock records, the organization and management of sales forces, and the determination and execution of credit and price policies are subjects which are taken up and discussed. Problems form an important part of this course.

E. 23b. MERCHANDISING. III.

PROFESSOR TAYLOR.

Continuation of E. 23a.

E. 31. BANKING PRACTICE. III. G.

PROFESSOR MURCHISON.

Organization and management of a commercial bank. Duties and responsibilities of different departments and officials. Handling of credit instruments, checks, drafts, acceptances, and bills of exchange. Clearance and collection operations. Process of financing the business man. Determination of a line of credit. Analysis of the borrower's statement, and the chief principles and forces governing the extension of credit. Building up the bank's portfolio. Different types of loans and investments. Inter-relationships of deposits, reserves, and loans. Banking and the business cycle. Relation of the individual bank to the banking system as a whole.

E. 46a. FOREIGN TRADE PRACTICE. III. G.

PROFESSOR ZIMMERMAN.

This course treats of foreign trade as a business profession and serves to prepare for entrance into the field; emphasis throughout is on practical problems.

Part I. The organization of foreign trade; export departments, middlemen and their functions; coöperation.

Part II. Methods: Direct versus indirect exporting; export campaigns; sales policies.

Part III. Foreign market analysis.

Part IV. Paper work and technical procedure in exporting and importing, including foreign trade financing.

E. 46b. FOREIGN TRADE PRACTICE. III. G.

PROFESSOR ZIMMERMAN.

Continuation of E. 46a.

E. 60a. BUSINESS LAW. III.

PROFESSOR ATKINS.

The aim of the course is to give the student an understanding of the main principles of law which govern in the daily conduct of business. The topics discussed are: Contracts, agencies, negotiable instruments, sales, bailments, corporations, partnerships, and bankruptcy.

E. 60b. BUSINESS LAW. III.

PROFESSOR ATKINS.

Continuation of E. 60a.

Allied Courses.

E. 20. BUSINESS ENGLISH. I, III.

PROFESSOR HOWELL OR WILLIAMS.

This is a practical course for business men and women. The course will include a discussion of the mechanical make-up of the business letter and the principles of good English. Attention will be given to such types of letters as complaints, applications, collections, sales-letters, and business writing in general.

SCHOOL OF EDUCATION

E. 1a. FUNDAMENTALS OF EDUCATION: An introduction to Educational Psychology. I, II.

PROFESSOR STEVENS.

Education is viewed in this course as a series of changes in individual pupils. The elementary principles of educational psychology will be illustrated and studied briefly through assigned readings, experiments, and discussions. (Sophomore course required of all students in the School of Education who do not elect Psychology 1-2).

E. 1b. FUNDAMENTALS OF EDUCATION. I, II.

PROFESSOR STEVENS.

Continuation of E. 1a.

E. 2a. PRINCIPLES OF EDUCATION. I, II.

PROFESSOR MOSHER.

This course is introduced to give the student a general introduction to the field of education. It has two main objectives: First, to give information about the school as an institution in modern society; second, to indicate concretely some of the problems of the school and to acquaint the student with the modern scientific approach to such problems. It is designed for any student whether he intends to be a teacher or not.

NOTE: Applicants for graduate credit register for E. 102a.

E. 2b. PRINCIPLES OF EDUCATION. I, II.

PROFESSOR MOSHER.

Continuation of E. 2a.

NOTE: Applicants for graduate credit register for E. 102b.

E. 4a. EDUCATIONAL SOCIOLOGY. I, II.

PROFESSOR ODUM.

(For description of this course see E. 4a, Educational Sociology, listed under the School of Public Welfare.)

E. 4b. EDUCATIONAL SOCIOLOGY. I, II.

PROFESSOR ODUM.

Continuation of E. 4a.

E. 20a. EDUCATIONAL PSYCHOLOGY. I, II. G.

PROFESSOR JORDAN.

To consider critically different topics, such as original nature of man, heredity versus environment, kinds of learning and factors influencing learning, individual differences, mental hygiene, mental measurement.

E. 20b. EDUCATIONAL PSYCHOLOGY. I, II, G.

PROFESSOR JORDAN.

Continuation of E. 20a.

E. 37a. PUBLIC EDUCATION IN THE UNITED STATES. I, II, G.

PROFESSOR MOSHER.

The purpose of this course is to present the evolution of the educational practices and institutions of the United States. The elementary school, the secondary school, and the institutions of higher learning will be traced through: (a) The period of transplanting of European institutions; (b) the period of modification of institutional life to meet new conditions; and (c) the period of development of an educational system of free common schools, high schools, state universities, and technical schools, in harmony with the political and social ideals and institutions of America.

E. 37b. PUBLIC EDUCATION IN THE UNITED STATES. I, II, G.

PROFESSOR MOSHER.

Continuation of E. 37a.

E. 42a. THE PUBLIC SCHOOL PRINCIPALSHIP. I, II, G.

PROFESSOR TRABUE.

This course considers those problems of the public school principal that have to do with the organization and administration of a school and with the supervision of the school plant and equipment. Textbook: Cubberley's *The Principal and His School.*

E. 42b. THE PUBLIC SCHOOL PRINCIPALSHIP. I, II, G.

PROFESSOR TRABUE.

This course considers those problems of the public school principal that have to do with the improvement of instruction and of the course of study. Experience in teaching and Education 42a, or its equivalent, are prerequisites to this course.

E. 45a. THE JUNIOR HIGH SCHOOL. I, II, G.
PROFESSOR TERRY.

History and functions of the reorganization movement. Features and administrative problems of the new organization, such as the subjects of study, educational guidance, extra-curricular activities, qualifications of teachers, buildings and equipment, etc. Assigned texts, readings, lectures, and special reports.

E. 45b. THE JUNIOR HIGH SCHOOL. I, II, G.
PROFESSOR TERRY.

Continuation of E. 45a.

E. 46a. CLASSROOM MANAGEMENT. I, II, G.
PROFESSOR TERRY OR STEVENS.

A course for teachers on the organization and direction of activities in the classroom as distinguished from the administration of an entire school. Class routine, lesson planning, conduct of the recitation, and extra-curricular activities will be included. Textbook, special readings, observations, and reports.

E. 46b. CLASSROOM MANAGEMENT. I, II, G.
PROFESSOR TERRY OR STEVENS.

Continuation of E. 46a.

E. 49a. EDUCATIONAL ACCOUNTING: Finance Accounting. I, II, G.
PROFESSOR TRABUE OR STEVENS.

This course will consider the fundamental principles and purposes of accounting, the various systems now in use in the public schools of North Carolina, and the improvements which are most urgently needed. The printed forms, equipment, labor saving devices, and clerical service required for schools of different sizes will be studied from the standpoint of costs and efficiency. Assigned readings, practical problems, class discussions, and individual reports.

E. 49b. EDUCATIONAL ACCOUNTING: Child Accounting. I, II, G.
PROFESSOR TRABUE OR STEVENS.

Continuation of E. 49a with emphasis on child accounting.

E. 51a. PRINCIPLES OF SECONDARY EDUCATION. I, II, G.
PROFESSOR MOSHER.

This course parallels the first half of Education 51 in the University catalogue. It is based directly upon Inglis's *Principles of Secondary Education,* Parts I and II. It deals

with such topics as the secondary school pupils, their physical and mental traits and individual differences; the secondary school population, its character and classification; the historical development of secondary education in America and in other countries, its relation to elementary and higher education, the social principles determining it, and its aims and functions.

E. 51b. PRINCIPLES OF SECONDARY EDUCATION. I, II, G.

PROFESSOR MOSHER.

Continuation of E. 51a.

E. 52a. GENERAL METHODS IN SECONDARY EDUCATION. I, II, G.

PROFESSOR MOSHER.

This course parallels the first half of Education 52 in the University catalogue. It is based upon Colvin's *Introduction to High School Teaching.* It deals with a general survey of the nature of the secondary school pupil and of the laws of learning which underlie and determine the conduct of the recitation and the management of the class.

E. 52b. GENERAL METHODS IN SECONDARY EDUCATION. I, II, G.

PROFESSOR MOSHER.

This course parallels the second half of Education 52 in the University catalogue. It is based upon Parker's *Methods of Teaching in the High Schools.* It deals with such topics as economy in class room management, types of learning involved in high school subjects, etc.

E. 55a. SOCIAL POLICY AND EDUCATION. I, II, G.

PROFESSOR MOSHER OR STEVENS.

Fundamental problems in the social and ethical theory of education. Throughout the course the school as a social agency is considered from the standpoint of the social ideals and the social organization peculiar to the American Democracy. Problems of social progress are treated from the standpoint of education, an attempt is made to define a social policy for education, and the vital educational issues involved in that policy are freely discussed. Textbook, lectures, and special investigation.

E. 55b. SOCIAL POLICY AND EDUCATION. I, II, G.

PROFESSOR MOSHER OR STEVENS.

Continuation of E. 55a.

E. 62a. TESTS AND MEASUREMENTS. I, II, G.

PROFESSOR TRABUE, JORDAN, MOSHER, TERRY, OR STEVENS.

This course consists of demonstrations, practical exercises, reading, and lectures in the field of educational and mental tests. Each student administers various tests to an entire class of pupils and reports the results to the instructor. Methods of interpretation and statistical analysis are mastered by easy stages, and a background for the critical study of new tests is developed. Textbook: Trabue's *Measuring Results in Education.*

E. 62b. TESTS AND MEASUREMENTS. I, II, G.

PROFESSOR TRABUE, JORDAN, MOSHER, TERRY, OR STEVENS.

Continuation of E. 62a.

E. 63a. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS. I, II, G.

PROFESSOR JORDAN.

The psychological processes involved in the learning of reading, writing, arithmetic, history, and geography. The application of the laws of learning is made to the arrangement of material within each subject. (This course parallels s 63 in the Summer School catalogue.)

E. 63b. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS. I, II, G.

PROFESSOR JORDAN.

Continuation of E. 63a.

E. 65a. METHODS OF INSTRUCTION IN THE FUNDAMENTAL SUBJECTS. I, II, G.

PROFESSOR TRABUE OR STEVENS.

This course will deal directly with specific problems and methods of instructing pupils in those school subjects which have been most widely recognized as fundamental in the education of children. English and mathematics will receive special attention. Standard tests will be used as instruments in the diagnosis of pupils' difficulties. Textbooks, demonstrations, discussions, special reports, readings, projects, and experiments.

E. 65b. METHODS OF INSTRUCTION IN THE FUNDAMENTAL SUBJECTS. I, II, G.

PROFESSOR TRABUE OR STEVENS.

Continuation of E. 65a.

E. 102a. PRINCIPLES OF EDUCATION. I, II, G.
PROFESSOR MOSHER.

This is a graduate course corresponding to E. 2a. for which only graduate students may register. Extra assignments, intensive work, and a special project must be completed by those who register for the course.

E. 102b. PRINCIPLES OF EDUCATION. I, II, G.
PROFESSOR MOSHER.
Continuation of E. 102a.

SCHOOL OF ENGINEERING

E. 2a. MECHANICAL DRAWING. III, V.
PROFESSOR SMITH.

This course is designed to help the student interpret and read working drawings. It embodies lettering, the use of drawing instruments, the elementary principles of mechanical drawing, and the reading of typical completed drawings.

E. 2b. MECHANICAL DRAWING. III, V.
PROFESSOR SMITH.

Continuation of E. 2a.

DEPARTMENT OF ENGLISH

E. 1a. FRESHMAN ENGLISH. I, II, III, IV, V.
PROFESSOR THRALL, PAINE OR HOWELL.

Intensive reading, chiefly in prose; extensive reading among selected books and periodicals; frequent written compositions and progressive exercises in sentence structure, paragraph structure, and organization of compositions.

E. 1b. FRESHMAN ENGLISH. I, II, III, IV, V.
PROFESSOR THRALL, PAINE OR HOWELL.

Continuation of E. 1a.

E. 3a. ENGLISH LITERATURE. I, II, III, IV, V.
PROFESSOR BOOKER, THRALL OR PAINE.

Works representative of prominent figures in successive periods of English literature are studied as an expression of the life and thought of the periods in which they were written and as the embodiment of permanent human interests and ideals.

E. 3b. ENGLISH LITERATURE. I, II, III, IV, V.
PROFESSOR BOOKER, THRALL OR PAINE.

Continuation of E. 3a.

E. 11. THE TEACHING OF ENGLISH LITERATURE IN THE HIGH SCHOOL. I, II.

PROFESSOR HOWELL.

A study of the high school course in English Literature, chiefly from the point of view of literature as a means of training for culture and for good citizenship.

E. 20. BUSINESS ENGLISH, I. III.

PROFESSOR HOWELL.

(For description of this course see E. 20, Business English, listed under School of Commerce.)

E. 21a. ADVANCED COMPOSITION. I, II.

PROFESSOR HIBBARD.

A course in expository writing for students desiring practice in organization of material. While complete in itself, the course is intended to give an understanding of practical rhetorical principles such as will lay a foundation for other forms of writing.

E. 21b. ADVANCED COMPOSITION. I, II.

PROFESSOR HIBBARD.

Continuation of E. 21a.

E. 59a. AMERICAN LITERATURE. I, II.

PROFESSOR THRALL OR PAINE.

A survey of American literature from colonial times to the present. Specimens of the work of nearly all the writers of any importance are read. In this way a general idea of the whole field is secured. The main emphasis of the course, however, is placed on the principal writers in each period, such as Washington Irving, Cooper, and Bryant in the New York period; Emerson Hawthorne, Longfellow, Whittier, Holmes, Poe, Thoreau, and Lowell in the New England period; and Lincoln, Whitman, and others in the later periods. Written reports are required from those who take the course for credit.

E. 59b. AMERICAN LITERATURE. I, II.

PROFESSOR THRALL OR PAINE.

Continuation of E. 59a.

E. 71a. THE MODERN DRAMA. I, II. G.

PROFESSOR ROYSTER.

The main purpose of this course is to offer the student a general acquaintance with the chief tendencies of English and Continental drama of the past thirty years. The plays upon which the course is based are printed in Dickinson's *Chief Contemporary Dramatists* (First Series).

E. 71b. THE MODERN DRAMA. I, II, G.
PROFESSOR ROYSTER.
Continuation of E. 71a.

DEPARTMENT OF HISTORY

E. 1a. FOUNDATIONS OF MODERN HISTORY. I, II, III, IV.
PROFESSOR CALDWELL OR NEWSOME.
A general course dealing with the fundamental factors in modern civilization in Europe and the United States. The emphasis of the course will rest upon the commercial revolution, European expansion, the Protestant revolt, colonial and dynastic rivalry, the Old Regime, the French Revolution, the industrial revolution, the rise of democracy, the growth of modern imperialism, and the course of modern international relations. Lectures, textbooks, and readings.

E. 1b. FOUNDATIONS OF MODERN HISTORY. I, II, III, IV.
PROFESSOR CALDWELL OR NEWSOME.
Continuation of E. 1a.

E. 43a. MODERN EUROPE. I, II, G.
PROFESSOR HIGBY.
A study of the principal political, economic, and social movements in the history of Europe since 1815.

E. 43b. MODERN EUROPE: The History of Europe during the last half of the Nineteenth Century. I, II, G.
PROFESSOR HIGBY.
This course covers the history of Europe from the Revolutions of 1848 to the opening of the World War. The course will trace the unification of Italy by Cavour, the unification of Germany by Bismarck, the downfall of Napoleon III, the formation of the dual monarchy in Austria-Hungary, the establishment and history of the Third French Republic, the history of the German Empire, the problems of the kingdom of Italy, the history of the Russian Empire, the rise of socialist parties in Europe, and the history of the Balkan nations.

E. 44a. MODERN EUROPE: The History of Europe during the last half of the Nineteenth Century. I, II, G.
PROFESSOR HIGBY.
Continuation of E. 43b.

E. 44b. MODERN EUROPE: Contemporary Europe. I, II, G.
PROFESSOR HIGBY.
Continuation of E. 44a, being a study of the underlying and fundamental causes of the Great War, including the new evidence on the responsibility of Austria and the Russian

general staff; the principal military and naval campaigns of the Great War; the organization of the nations for war; the immediate social and economic effects of the war on the warring countries; the making of the peace; the permanent results of the war; the history of the new and old states of Europe since the war; the present state of Europe. Half or more of the time will be devoted to the history of Europe since the war. Such topics as the rebirth of Turkey, Mussolini, the dictatorship in Spain, the policy of France since the war, the German situation, Russia under the Bolsheviki, the problems of the Balkan states, the new Baltic states, and British problems will be treated at length.

E. 51a. COLONIAL AMERICAN HISTORY. I, II, G.

PROFESSOR CONNOR.

A general survey of the British colonies in America in the 17th century; European background; territorial claims and European expansion; race elements; social, economic, and political development. Textbook, lectures, readings, and reports.

E. 51b. COLONIAL AMERICAN HISTORY. I, II, G.

PROFESSOR CONNOR.

Continuation of E. 51a.

E. 54a. THE ANTE-BELLUM PERIOD (1815-1860). I, II.

PROFESSOR NEWSOME.

A social, economic, and political study of the period—the westward movement, states' rights philosophy, Jacksonian Democracy, development of nationalism, controversy over negro slavery, the rest of southern rights, and the causes of the stroke for southern independence. Textbook, lectures, readings, reports.

E. 54b. THE ANTE-BELLUM PERIOD (1815-1860). I, II.

PROFESSOR NEWSOME.

Continuation of E. 54a.

E. 59a. HISTORY OF NORTH CAROLINA. I, II, G.

PROFESSOR CONNOR.

General survey of colonization and territorial growth; colonial institutions; intercolonial and imperial relations; revolution and independence; constitutional and institutional development; Federal relations; civil war and reconstruction; recent political, economic, and educational developments. Lectures and readings.

E. 59b. HISTORY OF NORTH CAROLINA. I, II, G.
PROFESSOR CONNOR.
Continuation of E. 59a.

GOVERNMENT

E. 1a. UNITED STATES GOVERNMENT. I, II.
PROFESSOR HAMILTON.
In this course an intensive study will be made of the government and politics of the United States. Textbooks, lectures, discussions, and readings.

E. 1b. UNITED STATES GOVERNMENT. I, II.
PROFESSOR HAMILTON.
Continuation of E. 1a.

DEPARTMENT OF MATHEMATICS

E. 1a. MATHEMATICAL ANALYSIS I. I, II, III, IV.
PROFESSOR LASLEY.
A study of functions and their graphs, the limit notion, graphical treatment of rates, mean ordinates, maximum and minimum areas, etc. An introduction to the notions of the differential and integral calculus. Graphical solution of equations.

E. 1b. MATHEMATICAL ANALYSIS I. I, II, III, IV.
PROFESSOR LASLEY,
Continuation of E. 1a.

E. 1Ea. UNIFIED MATHEMATICS FOR ENGINEERS. I, II, III, IV, V.
PROFESSOR WINSOR.
This course is designed for engineering students and deals with college algebra, trigonometry, and analytic geometry including an introduction to the differential calculus. The fundamental purpose of this course is so to coördinate these subjects as to train students to handle readily practical problems in engineering.

E. 1Eb. UNIFIED MATHEMATICS FOR ENGINEERS. I, II, III, IV, V.
PROFESSOR WINSOR.
Continuation of E. 1Ea.

E. 51. THE TEACHING OF MATHEMATICS. I, II.
PROFESSOR HOBBS.
The purpose, value and content of courses in high school mathematics; applications of mathematics; junior high school mathematics. Recent changes in the methods of studying

mathematics. A careful study will be made of the recommendations of the National Committee on Mathematical Requirements. (This course parallels s 51 in the summer school catalogue).

DEPARTMENT OF MUSIC

E. 2. APPRECIATION OF MUSIC. I, II.

PROFESSOR WEAVER.

Previous musical training not required but students must be able to concentrate in listening. The purpose of this course is to familiarize the student with the most important forms of music, and to teach him to listen attentively and intelligently to the important works in music literature. A comparison will be made between popular music and music of a higher order, and the student will be taught to gauge with understanding and discrimination the music that he hears.

E. 3. APPRECIATION OF MUSIC. I, II.

PROFESSOR WEAVER.

Continuation of E. 2.

E. 10. HISTORY OF MUSIC. I, II.

PROFESSOR WEAVER.

Previous musical training not required. This course outlines the general history of music with emphasis on the great masters. Attention will be given to the rise and development of the various music forms, such as the opera, and the symphony.

E. 11. HISTORY OF MUSIC. I, II.

PROFESSOR WEAVER.

Continuation of E. 10.

DEPARTMENT OF PHILOSOPHY

E. 1a. HISTORY OF PHILOSOPHY. I, II.

PROFESSOR BUTT.

The history of philosophy from its origin among the Greeks to the present time; the various philosophical systems in their relation to the science and general civilization of the ages to which they belong, and their application to social, political, and educational problems.

E. 1b. HISTORY OF PHILOSOPHY. I, II.

PROFESSOR BUTT.

Continuation of E. 1a.

E. 4a. ELEMENTARY AESTHETICS. I, II.
PROFESSOR GREEN.
The history and philosophy of the fine arts.

E. 4b. ELEMENTARY AESTHETICS. I, II.
PROFESSOR GREEN.
Continuation of E. 4a.

DEPARTMENT OF PHYSICS

E. 13a. TEACHERS' COURSE. II. (Special laboratory fee $2.50).
PROFESSOR STUHLMAN.
This course is designed for teachers who wish a review of the subject, with some suggestions on teaching and on building and purchasing apparatus. Millikan and Gale's *Practical Physics* will be used, and the *Laboratory Manual* of Millikan, Gale, and Bishop. (This course parallels s 13 in the summer school catalogue).

E. 13b. TEACHERS' COURSE. II. (Special laboratory fee $2.50).
PROFESSOR STUHLMAN.
Continuation of E. 13a.

E. 14a. ASTRONOMY. I.
PROFESSOR PATTERSON.
A general course in descriptive and historical astronomy; lectures and recitations with use of lantern slides, star-maps, telescope, etc.

E. 14b. ASTRONOMY. I.
PROFESSOR PATTERSON.
Continuation of E. 14a.

DEPARTMENT OF PSYCHOLOGY

E. 1a. GENERAL PSYCHOLOGY. I, II, III, IV, V. (Special laboratory fee $1.00).
PROFESSOR DASHIELL.
The aim of this course is to present the essential phenomena of psychology, and the various methods of approach. Emphasis is placed on the organic relationship within the whole field. Lectures, textbooks, laboratory.

E. 1b. GENERAL PSYCHOLOGY. I, II, III, IV, V. (Special laboratory fee $1.00).
PROFESSOR DASHIELL.
Continuation of E. 1a.

E. 22a. THE PSYCHOLOGY OF LEARNING. I, II, G. (Special laboratory fee $1.00).

PROFESSOR DASHIELL.

A study of how learning proceeds. The class will be given experiments and demonstrations throughout the course and this will serve as the basis for the discussion of principles involved, such as the training of different kinds of functions, as motor habits, memory, etc., various methods of learning, the effects of interests and incentives, transference and interference, individual differences in learning, etc.

E. 22b. THE PSYCHOLOGY OF LEARNING. I, II, G. (Special laboratory fee $1.00).

PROFESSOR DASHIELL.

Continuation of E. 22a.

DEPARTMENT OF ROMANCE LANGUAGES

French

E. 1a. ELEMENTARY COURSE. I, II.

PROFESSOR LEARNED.

Essentials of French grammar. Special drill in pronunciation. It is aimed to make this course as practical as possible, with much oral work. (This course may be counted for credit by those only who fulfill the requirements for the degree in two other foreign languages.)

E. 1b. ELEMENTARY COURSE. I, II.

PROFESSOR LEARNED.

Continuation of E. 1a.

E. 5a. INTRODUCTION TO FRENCH LITERATURE. Sophomore, Junior, and Senior elective. I, II.

PROFESSOR LEARNED.

Introduction to the study of French literature. A general survey of French literature during the 17th century, with some reference to preceding literary movements. Reading of plays of Corneille, Racine, and Moliere.

E. 5b. INTRODUCTION TO FRENCH LITERATURE. Sophomore, Junior, and Senior elective. I, II.

PROFESSOR LEARNED.

Continuation of E. 5a.

Spanish

E. 1a. ELEMENTARY COURSE. I, II.
PROFESSOR LEAVITT.
Essentials of Spanish grammar. Special drill in pronunciation. Reading of selected text with much oral drill. (This course may be counted for credit by those only who fulfill the requirements for the degree in two other foreign languages.)

E. 1b. ELEMENTARY COURSE. I, II.
PROFESSOR LEAVITT.
Continuation of E. 1a.

DEPARTMENT OF RURAL SOCIAL SCIENCE

E. 20a. NORTH CAROLINA, ECONOMIC AND SOCIAL. I, II, G.
PROFESSOR HOBBS.
A course on North Carolina; geography and physical resources, agriculture, industry, population, wealth, welfare. Especially designed for teachers and students of State affairs.

E. 20b. NORTH CAROLINA, ECONOMIC AND SOCIAL. I, II, G.
PROFESSOR HOBBS.
Continuation of E. 20a.

SCHOOL OF PUBLIC WELFARE

Department of Sociology

E. 1a. INTRODUCTION TO SOCIOLOGY. I, II.
PROFESSOR ODUM.
A course in the elements of social theory and its application to modern social problems and relations to other social sciences. Study and analysis of such factors as population, institutions, social movements, social structure, and social organization for the purpose of giving the student a working knowledge of the nature of society.

E. 1b. INTRODUCTION TO SOCIOLOGY. I, II.
PROFESSOR ODUM.
Continuation of E. 1a.

E. 4a. EDUCATIONAL SOCIOLOGY. I, II, G.
PROFESSOR ODUM.
A course in the foundations of educational sociology, giving special emphasis upon the utilization of sociology in determining the educability of the group and in correlating other institutions with the school. The social objectives for the individual, for the group, for the institution, for school subjects will be treated specially.

E. 4b. EDUCATIONAL SOCIOLOGY. I, II, G.

PROFESSOR ODUM.

Continuation of E. 4a, with special emphasis upon the original studies, researches, and practical projects in the application of the organization principles set forth in E. 4a.

E. 5a. PROBLEMS OF RACE AND IMMIGRATION. I, II, G.

PROFESSORS ODUM AND STEINER.

One of the most important subjects before the country today is that of problems of race, population, and immigration. In the South there is a more personal interest in the problem of the negro and his migration to the North, which makes the problem no longer sectional but national. This course will be divided into two main sections. The first will deal with the status and development of the present negro problem in this country and the second will deal with the problem of immigration in relation to population with special reference to Oriental factors. In addition to various monographs and reprints which will be furnished the students, the course will be based on the text "*Social and Mental Traits of the Negro*" by Howard W. Odum and "*The Japanese Invasion*" by Jesse F. Steiner. Among the topics to be discussed will be: The present status of negro population in the United States; the negro in the South; standards of measurements of race developments; a community program of race coöperation; the education of the negro; the economic status of the negro; the negro offender; the negro church and religion; health and mortality statistics of the negro; literature and publications of the negro race; problems of readjustment between the races; the negro and immigration; problems of immigration; the problems of Oriental immigration; the problems of Japanese immigration.

E. 5b. PROBLEMS OF RACE AND IMMIGRATION. I, II, G.

PROFESSORS ODUM AND STEINER.

Continuation of E. 5a.

E. 8. PRINCIPLES OF COMMUNITY ORGANIZATION. I, II, G.

PROFESSOR STEINER.

A consideration of the social theories that underlie the modern community movement; a critical review of the role of custom, habit, crisis, and gregariousness in community development. Special attention is given to the place of the crowd spirit in community work and to effective means of

achieving community solidarity. An evaluation of community forces with a view to discovering the principles involved in their organization and coördination.

E. 9. ADMINISTRATION OF COMMUNITY WORK. I, II, G.
PROFESSOR STEINER.

A general survey of typical experiments in community organization; development and coördination of community activities illustrated by case records; a comparative study of methods of administration with special attention to problems of central financing of social agencies; qualifications for leadership in community work.

E. 10a. THE STUDY OF SOCIAL PROBLEMS. I, II, G.
PROFESSOR ODUM.

The study of modern social problems. Part I: The individual in relation to society. Part II: The modern problems classified in accordance with the six major social institutions. Part III: Democracy, public welfare, and public progress.

E. 10b. THE STUDY OF SOCIAL PROBLEMS. I, II, G.
PROFESSOR ODUM.

Continuation of E. 10a with special emphasis upon concrete studies of special problems, intensive reading within limited fields, and specific programs of social work.

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V. Community Drama: Guidance and direction in the writing and production of community plays, pageants, home chautauquas, and festivals. Write for list of bulletins. Field representative available.

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VIII. Visual Instruction: Lantern slide sets for loan to schools, community organizations, clubs and individuals. Write for list of subjects.

IX. Municipal Information and Research: For use in studying and drafting city, town, village, and county legislation.

X. Economic and Social Surveys: Of counties and communities for use by them in efforts to improve their economic and social conditions. Information about economic, social and civic conditions in the State and Nation. *University News Letter* weekly free of charge.

XI. Recreation and Community Organization: Promotes community organization. Recreational programs and lectures. Laying out playgrounds. Equipment. Recreational activities. Play institutes. Recreational bulletins, leaflets, and aids. Home chautauquas. Field day programs. County and local fairs. Field representative available.

XII. High School Debating and Athletics: Annual state-wide contests in high school debating, academic subjects, and all branches of athletics.

XIII. Design and Improvement of School Grounds: Designs and planting plans for grounds of schools, churches, and charitable institutions. Write for list of bulletins.

XIV. Educational Service and Research (the School of Education): Educational test and measurement supplies and assistance. School surveys. Advice and counsel with reference to school buildings, equipment, and general administrative problems.

EXTENSION BULLETINS

Vol. I, No. 1. *University Extension Service.* Free.
Vol. I, No. 6. *The Rural Playground.* Harold D. Meyer. Price 25c.
Vol. I, No. 7. *Attainable Standards in Municipal Programs.* Edited by Howard W. Odum. Price 60c.
Vol. I, No. 11. *The Church and Landless Men.* L. G. Wilson and Others. Free.
Vol. I. No. 14. *Play Production for Amateurs.* F. H. Koch and Others. Price 50c.
Vol. II, No. 4. *Town Studies.* A Program for Women's Clubs. Harold D. Meyer. Price 50c.
Vol. II, No. 5. *The Enforcement of Railroad Labor Board Decisions.* Debate Handbook. Compiled by E. R. Rankin. Price 50c.
Vol. II, No. 7. *The Parent-Teacher Association.* Handbook. Revised Edition. Harold D. Meyer. Price 50c.
Vol. II, No. 10. *The Commencement Program.* Harold D. Meyer. Price 50c.
Vol. II, No. 12. *Recent Tendencies in the Theatre.* A Program for Women's Clubs. Dougald MacMillan. Price 50c.
Vol. II, No. 13. *Agricultural Graphics.* North Carolina and the United States, 1866-1922. H. R. Smedes. Price $1.00.
Vol. III, No. 2. *Minimum Essentials and English Teaching in North Carolina High Schools.* Free.
Vol. III, No. 3. *Studies in the History of North Carolina.* A Program foi Women's Clubs. R. D. W. Connor. Price 50c.
Vol. III. No. 4. *Planning and Furnishing a Home.* A Program for Women's Clubs. Mary T. Hobbs. Price 50c.
Vol. III, No. 5. *Studies in Citizenship for Women.* Revised edition. A Program for Women's Clubs. D. D. Carroll. Price 50c.
Vol. III, No. 9. *Correlating Play and Class Room Work.* Harold D. Meyer. Price 35c.
Vol. III, No. 10. *Studies in the Modern English Novel.* A Program for Women's Clubs. George McKie. Price 50c.
Vol. III, No. 11. *The Rural School Lunch.* Louise H. Snell. Price 10c.
Vol. III, No. 12. *What Next in North Carolina?* North Carolina Club Year Book. Edited by E. C. Branson. Price 75c.
Vol. III, No. 13. *Present Day Literature.* A Program for Women's Clubs Cornelia S. Love. Price 50c.
Vol. III, No. 14. *How to Know and Use the Trees.* W. C. Coker and Enid Matherly. Price $1.00.
Vol. IV, No. 3. *The High School Society.* Harold D. Meyer and Clara B. Cole. Price 50c.
Vol. IV, No. 4. *The High School Athletic Association of North Carolina.* Free.
Vol. IV, No. 5. *A Study Course in American One-Act Plays.* A Program for Women's Clubs. Ethel T. Rockwell. Price 50c.
Vol. IV, No. 6. *University Lecturers.* Free.
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Vol. IV, No. 8. *Service to the State.* Biennial Report. Free.
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Vol. IV, No. 10. *Public Welfare and the Community.* Free.
Vol. IV, No. 11. *Know Your Own State—North Carolina.* A Program for Women's Clubs. S. H. Hobbs, Jr. Price 50c.
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Vol. V, No. 4. *College Education and Professional Opportunity.* Compiled by T. A. Whitener. Free.
Vol. V, No. 5. *Studies in the History of Contemporary Europe.* A Program for Women's Clubs. C. P. Higby. Price 50c.

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UNIVERSITY OF NORTH CAROLINA
EXTENSION BULLETIN

GOOD BOOKS OF 1924-1925

By

CORNELIA SPENCER LOVE
Of the Library of the University of North Carolina

A PROGRAM FOR WOMEN'S CLUBS

ISSUED BY THE BUREAU OF PUBLIC DISCUSSION

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.

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Good Books of 1924-1925

FIRST MEETING

Date..... Place.....

The Fabulous Forties

By Meade Minnigerode

Mr. Minnigerode has captured to perfection all the naïveté, the pomposity, the affectation of the eagle-screaming, refined and vulgar forties. He does up the history and politics of the times, the domestic life, the New York stage, the books, the society, and the decade's great romantic climax—the Gold Rush of '49.

The book is written with the vivacity the title demands, and it shows a laughable scene that is as instructive as it is amusing.

First Paper: By.....

Manners and Customs of the Times

Second Paper: By.....

Amusements

Fannie Elssler.
The stage.
Other entertainments.

Third Paper: By.....

Ho! For California!

COLLATERAL READING

Dickens, Charles. American Notes.
Crawford, M. C. Romantic Days in Old Boston.
Crawford, M. C. The Romance of the American Theatre.
Werner, M. R. Barnum.
White, S. E. The Forty-niners.
Howe, O. T. Argonauts of '49.

SECOND MEETING

Date..... Place.....

God's Stepchildren

By SARAH G. MILLIN

"God's stepchildren" are the half-castes of South Africa. The tale covers four generations, starting with the poor English missionary who settles in a miserable Hottentot village and in his loneliness, weakness and fanaticism marries a native girl. He dies in squalor and wretchedness, but he has started a new generation, marked with a color-streak. The fortunes of the daughter, the grand-daughter and the great-grandson of the Rev. Andrew Flood make the tragic story.

THE PROBLEM OF MISCEGENATION

FIRST PAPER: By.....

God's Stepchildren

Review.
Discussion.

SECOND PAPER: By.....

Other Books on the Subject

O'Neill's "All God's Chillun Got Wings."
Merrick's "Quaint Companions."

THIRD PAPER: By.....

The Negro's Point of View

Fauset's "There is Confusion."
White's "The Fire in the Flint."

COLLATERAL READING

The books mentioned above.
Shands, H. A. White and Black.
Stribling, T. S. Birthright.
Ovington, M. W. The Shadow.
Reuter, E. B. The Mulatto in the U. S.

THIRD MEETING

Date..... Place.....

When We Were Very Young

By A. A. Milne

This is entirely too charming a book for anyone to miss, whether young or old. It is that rare thing, a book about children which they may enjoy, both in the lovely lippety rhythm and the absolute rightness of the sense and nonsense. No less right are the illustrations, which are the living embodiments of the poems.

First Paper: By.....

Readings from the Rhymes

ROUND TABLE

Brief reviews and discussion of children's books, led by .....

COLLATERAL READING

Children's Books

Falls, C. B. A B C Book.
Perkins, Lucy F. The Dutch Twins.
Stevenson, R. L. Child's Garden of Verses, illustrated by Jessie Willcox Smith.
Fairstar, Mrs., ed. Memoirs of a London Doll, written by herself.
Bennett, John. Master Skylark.
Lofting, Hugh. The Story of Dr. Dolittle.
Lofting, Hugh. The Voyages of Dr. Dolittle.
Hawes, C. B. The Dark Frigate.
Van Loon, H. W. The Story of Mankind.
Hornaday, W. T. Tales from Nature's Wonderland.
Roosevelt, Theodore. Letters to His Children.
Fisher, Dorothy Canfield. Understood Betsy.

BIBLIOGRAPHIES

Power, Effie L. Children's Books for General Reading.
Gifts for Children's Bookshelves.
Mahoney & Whitney. Books for Boys and Girls.

BOOKS ABOUT CHILDREN'S READING

Moore, Annie C. New Roads to Childhood.
Hunt, Clara W. What Shall We Read to the Children?
Bryant, Sara C. How to Tell Stories to Children.

FOURTH MEETING

Date..... Place.....

Farm Life Abroad

By E C. Branson

In a popular and most attractive style Dr. Branson has described the country-end of things in Germany, Denmark and France. No one can read this book without wishing most heartily that it might be placed in the hands of every farmer in his native state, that he might thereby learn to imitate the thrift, industry and organization which these farmers, the Danes in particular, have developed.

First Paper: By.....

Farm Life in Germany and France

Second Paper: By.....

The Danish Farmer and His Farm

The man himself.
Farm products.
Coöperation.

Third Paper: By.....

The Danish Farmer and His Country

Education.
Government ownership.
Political rule.

COLLATERAL READING

Dawson, W. H. German Life in Town and Country.
Collier, Price. Germany and the Germans.
Lynch, Hannah. French Life in Town and Country.
Wendell, Barrett. The France of Today.
Broechner, Jessie. Danish Life in Town and Country.
Howe, F. C. Denmark: a Coöperative Commonwealth.
Desmond, Shaw. The Soul of Denmark.

FIFTH MEETING

Date..... Place.....

A Woman of Fifty

By RHETA CHILDE DORR

" 'A Woman of Fifty' is not only a human document but above all else an intensely absorbing and unforgettable story—the kind of story that everybody is reaching out for—the fact story. Other women have theorized about their convictions. Mrs. Dorr lived them. From childhood, her thoughts instantly translated themselves into action. And the book is a record of intense, original thought and fearless action. It is this which makes it such a colorful, dramatic story."

ANZIA YEZIERSKA.

FIRST PAPER: By.....

Rheta Childe Dorr: Sketch of Her Life

SECOND PAPER: By.....

Mrs. Dorr and Woman's Suffrage

THIRD PAPER: By.....

Mrs. Dorr in Russia

COLLATERAL READING

BOOKS BY RHETA CHILDE DORR

What Eight Million Women Want.
Inside the Russian Revolution.
A Soldier's Mother in France.

SIXTH MEETING

Date..... Place.....

With Stefansson in the Arctic

By Harold Noice

In 1915 the explorer Stefansson had been given up by the world as lost in the Arctic. An expedition was sent out in an endeavor to find him, and chance gave a twenty-year-old lad the opportunity to join it, and then stay on for two years after Stefansson was found. The story that he tells is exceptionally well-written, full of interest, information, and a sense of humor.

First Paper: By.....

Living in the Arctic

The snow-house.
Food.
Clothing.

Second Paper: By.....

Story of the Book

Finding of Stefansson.
Further explorations.

Third Paper: By.....

Vilhjalmur Stefansson

Character.
Explorations and discoveries.
Living on the land.
The blond Eskimo.

COLLATERAL READING

Books by Vilhjalmur Stefansson

My Life with the Eskimo.
The Friendly Arctic.
The Adventure of Wrangel Island.
Bartlett & Hale. The Last Voyage of the Karluk.

SEVENTH MEETING

Date..... Place.....

The Old Ladies

By HUGH WALPOLE

It has been left for a man to depict the tragedy of the elderly gentlewoman alone in the world and with barely enough to live on. Mr. Walpole has done it, and done it with a sympathy, a comprehension, a humanity, a delicate simplicity and kindliness that make us his debtor. The book is an exceptional study in human values, with features worthy of Balzac.

FIRST PAPER: By.....

Character Sketches of the Three Old Ladies

SECOND PAPER: By.....

Hugh Walpole

Life.
Writings.

THIRD PAPER: By.....

Walpole's Likeness to Anthony Trollope

"The Cathedral" and "Barchester Towers."

COLLATERAL READING

Walpole, Hugh. The Crystal Box: Fragments of Autobiography.
Overton, Grant. When Winter Comes to Main Street.
Overton, Grant, ed. Hugh Walpole: Appreciations by Joseph Conrad, Arnold Bennett and Joseph Hergesheimer.
Trollope, Anthony. Barchester Towers.
Walpole, Hugh. The Cathedral.

OTHER NOVELS BY WALPOLE

The Green Mirror.
The Duchess of Wrexe.
Jeremy.
Jeremy and Hamlet.
The Captives.
The Dark Forest.

EIGHTH MEETING

Date..... Place.....

Gentlemen of the Jury

By Francis L. Wellman

This volume is drawn largely from the writer's personal experience as a trial lawyer, and gains its interest from his ability to present the human and dramatic side of the law in a most entertaining and instructive manner. We learn all about the duties of a juror, the trickiness of lawyers, and the crankiness of judges.

First Paper: By.....

Elements With Which the Jury Has to Contend

Lawyers and judges.
Witnesses.
The verdict.

Second Paper: By.....

In the Witness Box

Truth and falsehood.
Cross-examination.

Third Paper: By.....

The Judge

His duties.
Some famous examples.

COLLATERAL READING

Wellman, F. L. Day in Court.
Wellman, F. L. The Art of Cross-examination.
Sutliffe, R. S. Impressions of an Average Juryman.
Train, Arthur. On the Trail of the Bad Men.
Pearson, E. L. Studies in Murder.

NINTH MEETING

Date..... Place.....

Ariel

By ANDRE MAUROIS

With sympathy and insight this brilliant French writer has reconstructed a life of Shelley which has all the charm of a good novel. But although the presentation is dramatic the facts are true, even to the words that are put in Shelley's mouth. M. Maurois, with a sense of humor which Shelley lacked, conceives him as an engaging sprite, with all sorts of absurdities and extravagances, rather than as a responsible human being. The book is unique, and wholly delightful.

FIRST PAPER: By.....

The Man Shelley

Life.
Character.

SECOND PAPER: By.....

The Poet Shelley

Evaluation.
Reading of a few poems.

THIRD PAPER: By.....

Glimpses of Byron

Life and character.
Byron and Shelley contrasted.
Does not Shelley's life seem innocent and lawful (according to his own creed) in comparison?

COLLATERAL READING

Dowden, Edward. Life of Percy Bysshe Shelley.
Clutton-Brock, Arthur. Shelley, the Man and the Poet.
Wylie, L. J. Social Studies in English Literature.
Shelley, P. B. Complete Poetical Works.
Mayne, E. C. Byron.
Trelawny, E. J. Recollections of the Last Days of Shelley and Byron.

TENTH MEETING

Date..... Place.....

Sticks and Stones

By Lewis Mumford

"Sticks and Stones" is a book of first importance, not only by reason of its historical truth, but also because of its intelligent blending of aesthetics and humanism. It is a study of architecture and city development in America as a reflection of our civilization, and makes it clear that the two developed together, the characteristic buildings of each period being the memorials of its institutions.

First Paper: By.....

The New England Village

Influences which developed it.

Second Paper: By.....

The Grand Style

Manors of Virginia and Maryland.
The imperial façade.

Third Paper: By.....

The Age of the Machine

Effect of industrialism on architecture.

COLLATERAL READING

Kimball & Edgell. History of Architecture.
Northend, Mary H. Historic Homes of New England.
Kimball, Fiske. Early American Domestic Architecture.
Caffin, C. H. How to Study Architecture.
American Institute of Architects. The Significance of the Fine Arts.

ELEVENTH MEETING

Date..... Place.....

How to Dress Well

By MARGARET STORY

Strange as it may seem, there are many women, presumably of refinement and good taste, who never have thought out the first requisites essential to their best appearance—such matters as the most becoming colors, lines, materials and arrangement of hair. Mrs. Story, an acknowledged authority on matters pertaining to feminine personal attire, covers the whole subject of dress and appearance and the underlying principles governing these, in a book valuable both for its suggestiveness and its inherent interest.

THE WELL-DRESSED WOMAN

Six fifteen-minute talks on the following subjects:

Colors to choose and avoid.
Design.
Accessories of dress.
What you should know of fabrics.
Finesse in buying clothes.
Care of the hair and skin.

COLLATERAL READING

Rittenhouse, Anne. The Well-Dressed Woman.
Hicks, Ami M. Everyday Art.
Woolman, May S. Clothing: Choice, Care, Cost.
Buttrick, Helen G. Principles of Clothing Selection.
Pusey, W. A. Care of the Skin and Hair.

TWELFTH MEETING

Date..... Place.....

Marie Antoinette

By Hilaire Belloc

Marie Antoinette—what images of romance and tragedy are associated with the name! In a sympathetic but yet impartial way the biographer sketches her fascinating story against a background of historical events, terror-wrought towards the close. She becomes a real woman, instead of the tortured effigy of the Revolution—untrained, ignorant, misguided, the victim rather than the author of her fate.

First Paper: By.....

Early Life

Education.
Maria Theresa.
Marriage.
The Dauphin.
The Du Barry.

Second Paper: By.....

The Truth About the Diamond Necklace

Third Paper: By.....

The Queen's Last Years

Flight.
Imprisonment.
Death.

COLLATERAL READING

Saint-Amand, Imbert de. Marie Antoinette and the End of the Old Régime.
Saint-Amand, Imbert de. Marie Antoinette at the Tuileries.
Saint-Amand, Imbert de. Marie Antoinette and the Downfall of Royalty.
Angerville, Mouffle d'. The Private Life of Louis XV.
Carlyle, Thomas. The French Revolution.
Madelin, Louis. The French Revolution.

THIRTEENTH MEETING

Date..... Place.....

Talk

By EMANIE N. SACHS

"Emanie Sachs's novel is a remarkably acute and amusing study of the real relation of public opinion to the individual. In a book distinguished by deft characterization, a broad sense of social atmosphere and a good deal of sound feminine wisdom, she shows most public opinion to be a background for the individual, a diversion, not meant to be taken seriously, but when literally accepted a monster that unknowingly crushes the object of its wayward attention."

JOHN CARTER.

FIRST PAPER: By.....

Gossip

Describe the life of Delia Morehouse, showing how it was ruined by town talk.

SECOND PAPER: By.....

Compare "Talk" With Dorothy Canfield Fisher's "The Home-Maker"

Does not "Talk" seem the sincerer book of the two, whereas "The Home-Maker" shows a rather unreal pandering to the happy ending?

ROUND TABLE

Discussion of good novels of the year.

SUGGESTED NOVELS

Fisher, Dorothy Canfield. The Home-Maker.
Ertz, Susan. Nina.
Leech, Margaret. The Back of the Book.
Mottram, Ralph H. The Spanish Farm.
Woodward, W. E. Lottery.
Forster, Edward M. A Passage to India.
Mason, A. E. W. The House of the Arrow.

FOURTEENTH MEETING

Date..... Place.....

Black Laughter

By Llewelyn Powys

This is a most unusual, out-of-the-ordinary travel book, a book dealing with primeval Africa which carries over perfectly to the reader the "rank crude savour of the skin of this sinister continent". The writer spent five years at a high forest farm, where he looked after thousands of sheep. He describes the daily occurrences, the sights and sounds of his strange surroundings—the roaring of lions, the whoop of hyenas at night, a stampede of wild elephants, a Kikuyu riot, the moods and manners of the natives, experiences of drought and famine and plague.

First Paper: By.....

Sketch of the Book

Life on the farm.
Anecdotes.

Second Paper: By.....

The Black Man of Africa

Characteristics.
Manners and customs.

Third Paper: By.....

The Wild Animals of Africa

Varieties and traits.
Hunting.

COLLATERAL READING

Powys, Llewelyn. Ebony and Ivory.

Torday, Emil. Camp and Tramp in African Wilds.

Routledge, W. S. and K. P. With a Prehistoric People, the Akikúyu of British East Africa.

Patterson, J. H. The Man-Eaters of Tsavo, and Other East African Adventures.

Akeley, C. E. In Brightest Africa.

Roosevelt, Theodore. African Game Trails.

FIFTEENTH MEETING

Date..... Place.....

Saint Joan

By BERNARD SHAW

"Saint Joan itself, not only its authorship, is a surprise. Mr. Shaw's heart has been touched; and he has surrendered. Joan of Arc bowled him over. The effect upon him has been to make him do two things which he has never done in a play before. In his quality as dramatic artist he has created a living being, a woman, of profound and endearing beauty: a tomboy, a madcap, a saint. Is she the historical Joan of Arc? There is no telling; and it does not matter. She is, we prophesy, henceforth as much alive and as real as Imogen or as Becky Sharp. Secondly, in his quality as philosopher Mr. Shaw has acquired and been able to reveal the one quality that he chiefly lacked: the quality that is most conveniently called reverence, but which includes pity and good will."—London *Times* Literary Supplement.

FIRST PAPER: By.....

Bernard Shaw

Life.
Character and opinions.

SECOND PAPER: By.....

The Plays of Shaw: Estimates and Criticisms

THIRD PAPER: By.....

Shaw's Saint Joan

A figure both rational and emotional.
Comparison with Anatole France's and Mark Twain's Joan.

Instead of these papers selected readings from "Saint Joan" may be given.

COLLATERAL READING

Henderson, Archibald. George Bernard Shaw: His Life and Works.
Shaw and Henderson. Table-talk of G. B. S.
Shanks, E. B. Bernard Shaw.
Cunliffe, J. W. English Literature During the Last Half-Century.
Dickinson, T. H. The Contemporary Drama of England.
France, Anatole. Joan of Arc.
Twain, Mark. Saint Joan of Arc.

TERMS FOR THE COURSE

The registration fee for the course, GOOD BOOKS OF 1924-1925, is $7.00, for which ten copies of the program will be supplied and the *fifteen books* upon which the course is based will be loaned upon request. *The books listed as "collateral reading" will be sent if available but the Extension Division assumes no responsibility in supplying them to club members.* The list is given in order to stimulate further reading and it is hoped that the club or individual members will add some of these books to their libraries.

Additional copies of the program may be purchased for fifty cents each; additional copies of any of the books listed on pages 23-27 may be purchased at prices slightly less than those quoted in this bulletin.

All clubs, either federated or otherwise, who have not paid their regular registration fee for this course, are considered as NON-REGISTERED CLUBS. Members of such clubs are charged twenty-five cents, in addition to postage both ways, on each package of material sent to them.

The Extension Division is always glad to render assistance to all clubs and asks that the members coöperate to make the service efficient.

THE LOAN OF BOOKS

Material for this course will be loaned by the Extension Division upon the following terms: The club must first register and pay the required fee, or individual members must pay twenty-five cents for each request. The secretary should order material at least two weeks before it is to be used. Requests for books by return mail will be attended to, but no guarantee is made that they will reach their destination in time to be of use.

Books and other material must be returned within two weeks from the date received. Upon request, the time on books will be extended one week, provided the club registration number and the date stamped in book are given. The club is subject to a fine of five cents a day on each package kept over two weeks.

Transportation charges both ways are borne by the club. This charge includes posting and packing.

Address all correspondence concerning this program to

WOMEN'S CLUBS SECTION
BUREAU OF PUBLIC DISCUSSION,
UNIVERSITY EXTENSION DIVISION,
CHAPEL HILL, N. C.

BIBLIOGRAPHY

The Fabulous Forties, by Meade Minnigerode. G. P. Putnam's Sons, 2 West 45th St., New York City. $3.50. (1).*

God's Stepchildren, by Sarah G. Millin. Boni & Liveright, 61 West 48th St., New York City. $2.00. (2).

When We Were Very Young, by A. A. Milne. E. P. Dutton, 681 Fifth Ave., New York City. $2.00. (3).

Farm Life Abroad, by E. C. Branson. University of North Carolina Press, Chapel Hill, North Carolina. $2.00. (4).

A Woman of Fifty, by Rheta Childe Dorr. Funk & Wagnalls, 354 Fourth Ave., New York City. $2.50. (5).

With Stefansson in the Arctic, by Harold Noice. Dodd, Mead, Fourth Ave. and 30th St., New York City. $2.50. (6).

The Old Ladies, by Hugh Walpole. George H. Doran, 244 Madison Ave., New York City. $2.00. (7).

Gentlemen of the Jury, by F. L. Wellman. Macmillan Co., 66 Fifth Ave., New York City. $4.00. (8).

Ariel, by André Maurois. D. Appleton, 35 West 32nd St., New York City. $2.50. (9).

Sticks and Stones, by Lewis Mumford. Boni & Liveright. $2.50. (10).

How to Dress Well, by Margaret Story. Funk & Wagnalls. $3.50. (11).

Marie Antoinette, by Hilaire Belloc. Putnam's. $5.00. (12).

Talk, by Emanie N. Sachs. Harper & Bros., 49 East 33rd St., New York City. $2.00. (13).

Black Laughter, by Llewelyn Powys. Harcourt, Brace & Co., 383 Madison Ave., New York City. $2.50. (14).

Saint Joan, by G. B. Shaw. Brentano's, Fifth Ave. and 27th St., New York City. $2.25. (15).

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* Note: Figures in parentheses indicate in each case the number of the meeting in which the book is used.

COLLATERAL READING

Akeley, C. E. In Brightest Africa. Doubleday, Page, Garden City, New York. $5.00. (14).*

American Institute of Architects. Significance of the Fine Arts. Marshall Jones, 212 Summer St., Boston, Mass. $3.50. (10).

Angerville, Mouffle d'. The Private Life of Louis XV. Boni & Liveright. $3.50. (12).

Bartlett & Hale. The Last Voyage of the Karluk. Small, Maynard, 41 Mt. Vernon St., Boston, Mass. $2.00. (6).

Bennett, John. Master Skylark. Century Co., 353 Fourth Ave., New York City. $2.00. (3).

Broechner, Jessie. Danish Life in Town and Country. Putnam's. $1.50. (4).

Bryant, S. C. How to Tell Stories to Children. Houghton, Mifflin, 4 Park St., Boston, Mass. $2.00. (3).

Buttrick, H. G. Principles of Clothing Selection. Macmillan. $1.20. (11).

Caffin, C. H. How to Study Architecture. Dodd, Mead. $4.00. (10).

Carlyle, Thomas. The French Revolution. Everyman's Library. 2 vols. Dutton. $1.60. (12).

Clutton-Brock, Arthur. Shelley, the Man and the Poet. Dutton. $3.00. (9).

Collier, Price. Germany and the Germans. Charles Scribner's Sons, 597 Fifth Ave., New York City. $1.25. (4).

Crawford, M. C. The Romance of the American Theatre. Little, Brown, 34 Beacon St., Boston, Mass. $3.00. (1).

Crawford, M. C. Romantic Days in Old Boston. Little, Brown. $3.00. (1).

Cunliffe, J. W. English Literature During the Last Half-Century. Macmillan. $2.50. (15).

Dawson, W. H. German Life in Town and Country. Putnam's. $1.50. (4).

Desmond, Shaw. The Soul of Denmark. Scribner's. $3.50. (4).

Dickens, Charles. American Notes. J. B. Lippincott, E. Washington Sq., Philadelphia, Pa. $1.75. (1).

Dickinson, T. H. The Contemporary Drama of England. Little, Brown. $2.50. (15).

Dorr, R. C. What Eight Million Women Want. Small, Maynard. Out of print. (5).

Dorr, R. C. Inside the Russian Revolution. Macmillan. $1.75. (5).

Dorr, R. C. A Soldier's Mother in France. Bobbs Merrill, 18 University Sq., Indianapolis, Ind. $1.75. (5).

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* NOTE: Figures in parentheses indicate in each case the number of the meeting in which the book is used.

Dowden, Edward. Life of Percy Bysshe Shelley. Scribner's. $6.00. (9).*

Ertz, Susan. Nina. Appleton. $2.00. (13).

Fairstar, Mrs., ed. Memoirs of a London Doll. Macmillan. $1.00. (3).

Falls, C. B. A B C Book. Doubleday, Page. $2.00. (3).

Fauset, J. R. There is Confusion. Boni & Liveright. $2.00. (2).

Fisher, Dorothy Canfield. Understood Betsy. Henry Holt, 19 West 45th St., New York City. $1.75. (3).

Fisher, Dorothy Canfield. The Home-Maker. Harcourt, Brace. $2.00. (13).

Forster, E. M. A Passage to India. Harcourt. $2.50. (13).

France, Anatole. Joan of Arc. Dodd, Mead. $6.00. A cheaper edition, published in England by Lane, may be obtained through G. E. Stechert, 31 East 10th St., New York City. (15).

Gifts for Children's Bookshelves. American Library Association, 78 E. Washington St., Chicago, Ill. $.10. (3).

Hawes, C. B. The Dark Frigate. Atlantic Monthly Press, 8 Arlington St., Boston, Mass. $2.00. (3).

Henderson, Archibald. George Bernard Shaw: His Life and Works. Boni & Liveright. $1.50. (15).

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Howe, F. C. Denmark: a Coöperative Commonwealth. Harcourt. $2.00. (4).

Howe, O. T. Argonauts of '49. Harvard University Press, Randall Hall, Cambridge, Mass. $3.50. (1).

Hunt, C. W. What Shall We Read to the Children? Houghton. $1.50. (3).

Kimball, Fiske. Early American Domestic Architecture. Scribner. $12.00. (10).

Kimball & Edgell. History of Architecture. Harper. $3.75. (10).

Leech, Margaret. The Back of the Book. Boni & Liveright. $2.00. (13).

Lofting, Hugh. Story of Dr. Dolittle. Frederick A. Stokes, 443 Fourth Ave., New York City. $2.00. (3).

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Lynch, Hannah. French Life in Town and Country. Putnam's. $1.50. (4).

Madelin, Louis. The French Revolution. Putnam's. $3.50. (12).

Mahoney & Whitney. Books for Boys and Girls. Women's Educational and Industrial Union, 264 Boylston St., Boston, Mass. Gratis. (3).

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* Note: Figures in parentheses indicate in each case the number of the meeting in which the book is used.

Mason, A. E. W. The House of the Arrow. Doran. $2.00. (13).*

Mayne, E. C. Byron. Scribner's. $5.00. (9).

Merrick, Leonard. Quaint Companions. Dutton. $1.90. (2).

Moore, A. C. New Roads to Childhood. Doran. $2.00. (3).

Mottram, R. H. The Spanish Farm. Dial Publishing Co., 152 West 13th St., New York City. $2.50. (13).

Northend, M. H. Historic Homes of New England. Little, Brown. $4.00. (10).

O'Neill, Eugene. All God's Chillun Got Wings. Boni & Liveright. $2.00. (2).

Overton, Grant, ed. Hugh Walpole: Appreciations by Joseph Conrad, Arnold Bennett and Joseph Hergesheimer. Doran. Gratis. (7).

Overton, Grant. When Winter Comes to Main Street. Doran. $.50. (7).

Ovington, M. W. The Shadow. Harcourt. $2.00. (2).

Patterson, J. H. The Man-Eaters of Tsavo, and Other East African Adventures. Macmillan. $4.00. (14).

Pearson, E. L. Studies in Murder. Macmillan. $3.00. (8).

Perkins, L. F. The Dutch Twins. Houghton. $1.25. (3).

Power, E. L. Children's Books for General Reading. American Library Association. $.20. (3).

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Rittenhouse, Anne. The Well-Dressed Woman. Harper. $2.00. (11).

Roosevelt, Theodore. African Game Trails. 2 vols. Scribner's. $6.00. (14).

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* NOTE: Figures in parentheses indicate in each case the number of the meeting in which the book is used.

Shelley, P. B. Complete Poetical Works. Student's edition. Houghton. $2.50. (9).*

Stefansson, Vilhjalmur. My Life with the Eskimo. Macmillan. $6.50. (6).

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All published by Doran at $2.00 each. (7).

Wellman, F. L. Day in Court. Macmillan. $3.00. (2).

Wellman, F. L. The Art of Cross-examination. Macmillan. $4.00. (8).

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* Note: Figures in parentheses indicate in each case the number of the meeting in which the book is used.

CHOICES PRESENT THEMSELVES AT MATRICULATION THE FOLLOWING

History, Aechaeology
p. Study of Literature, Dramatic Art

s.Philology,History, European Trade
king, Consular and Diplomatic Service
oe statement)
nt, Social Engineering, Cooperative Associations
ion statement)
Citizenship, Government
I enship(See School of Public Welfare)
ship, Historical Study
ntation, Gov.Bureaus, Rubber and Sugar Industries
ries and Laboratories, (See B.S.Chemistry)
fic Bureaus, Petroleum, Mining, Engineering
cal Work, Optical Mfg.,Navigation
vt. Bureaus,Research Laboratories
Business, Law, Graduate Work
Nature Study, Collecting
ment, Corporations, Patent Attys, Trust Officers,etc
ion, Musical Education, Private Career
I ration in Secondary Schools and Colleges

TO COLLEGE >

dicated in the course titles of the third year
nticeship is usually necessary upon entrance up-
ions mentioned. School of Commerce courses
III more intelligently attacking the problems
dual enterprises in which they may engage.
interviewed by scouts from some of the larger
in Banking, Insurance, Commercial Credit,
d similar concerns.

Mines, Research Laboratories, Govt. Bureaus,
fic Bureaus, Oil Prospecting, Mining, etc.
llic Health, Surgery, Laboratories, Hospitals,
ns, Industrial Health.
that better preparation gives wider field.
Hydraulic, and Sanitary Engineering
Telegraph, Radio, Power, and Mfg. Engineering
V Automotive Design and Manufacturing Engg.
are offers Two Year Graduate Course in Public
ering, Case Work, Institutional Care, Red Cross,etc.
to those holding B.A. and B.S. degrees opportunity
tudy leading to Master's and Doctor's degrees. This
for those who desire to prepare themselves for
positions both in secondary school and college.

tunity is merely suggestive]

Note

1. The first two first two years in the App. Sc. contains a few.
2. Although no c nd III.
3. A student ma
4. In addition t
5. No mention is

DIAGRAM OF COURSES AT THE UNIVERSITY of NORTH CAROLINA 1925-26

	FIRST YEAR	SECOND	THIRD YEAR	FOURTH	POSTGRADUATE OPPORTUNITY (5)
TO COLLEGE	I. College of Liberal Arts	No Further Choices To Be Made This Year Except In Choice Of Electives	(3) Language and Literature: Latin and Greek		Ministry, Philology, History, Archaeology
			Language and Literature: Comparative Literature		Journalism, Authorship, Study of Literature, Dramatic Art
			Language and Literature: English		
			Language and Literature: German		Scientific Professions, Philology, History, European Trade
			Language and Literature: French, Spanish, Italian		Foreign Sales and Banking, Consular and Diplomatic Service
			Philosophy, Political and Social Sciences: Economics		(See School of Commerce statement)
			Philosophy, Political and Social Sciences: Rural Social Economics		Citizenship, Government, Social Engineering, Cooperative Associations
			Philosophy, Political and Social Sciences: Education		(See School of Education statement)
			Philosophy, Political and Social Sciences: History and Government		Historical Research, Citizenship, Government
			Philosophy, Political and Social Sciences: Sociology		Social Work and Citizenship (See School of Public Welfare)
			Philosophy, Political and Social Sciences: Philosophy		Law, Ministry, Authorship, Historical Study
			Mathematics and Natural Sciences: Botany		Agricultural Experimentation, Gov. Bureaus, Rubber and Sugar Industries
			Mathematics and Natural Sciences: Chemistry		Public Health, Industries and Laboratories, (See B.S. Chemistry)
			Mathematics and Natural Sciences: Geology		Soil Surveys, Scientific Bureaus, Petroleum, Mining, Engineering
			Mathematics and Natural Sciences: Mathematics		Engineering, Statistical Work, Optical Mfg., Navigation
			Mathematics and Natural Sciences: Physics		Industrial Plants, Govt. Bureaus, Research Laboratories
			Mathematics and Natural Sciences: Psychology		Education, Medicine, Business, Law, Graduate Work
			Mathematics and Natural Sciences: Zoology		Museum Curatorship, Nature Study, Collecting
			School of Law (Cases in Law School)		Court Practice, Government, Corporations, Patent Attys, Trust Officers, etc
			Department of Music (Not to be selected as a major)		School Music Supervision, Musical Education, Private Career
	II. School of Education				Teaching and Administration in Secondary Schools and Colleges
	III. School of Commerce		Factory Organization and Administration		The specialization indicated in the course titles of the third year is very slight. Apprenticeship is usually necessary upon entrance upon any of the occupations mentioned. School of Commerce courses equip the student for more intelligently attacking the problems of the various individual enterprises in which they may engage. Seniors are usually interviewed by scouts from some of the larger corporations engaged in Banking, Insurance, Commercial Credit, Telephone Systems, and similar concerns.
			Banking and Finance		
			Marketing		
			Advertising and Salesmanship		
			Merchandising		
			Personnel Management		
			Risk Bearing and Insurance		
			Transportation and Shipping		
			Business Law		
			Accountancy		
			Foreign Trade and Consular Service		
			Municipal Administration		
			Commercial Teaching		
	IV. School of Applied Science: Chemistry				Mfg. Chemistry, Oil, Mines, Research Laboratories, Govt. Bureaus.
	IV. School of Applied Science: Geology				Soil Surveys, Scientific Bureaus, Oil Prospecting, Mining, etc.
	IV. School of Applied Science: Medicine		After 3 yr. general course enters med. school. Receives B.S. degree 5th yr. M.D. 7th yr.		General Practice, Public Health, Surgery, Laboratories, Hospitals, Insurance, Corporations, Industrial Health.
	IV. School of Applied Science: Pre-Medicine		After 2 yr. course enters a 4 yr. course in medicine		
	IV. School of Applied Science: Pharmacy				Same as Ph.G. except that better preparation gives wider field.
	V. School of Engineering: Civil			Civil	Structural, Highway, Hydraulic, and Sanitary Engineering
	V. School of Engineering: Electrical and Mechanical			Electrical	Lighting, Telephone, Telegraph, Radio, Power, and Mfg. Engineering
				Mechanical	Mfg. Design, Railway, Automotive Design and Manufacturing Engg.
	VI. School of Pharmacy		Graduates with B.G. end of 3rd yr. Drug selling, Mfg., Research, etc.		School of Public Welfare offers Two Year Graduate Course in Public Welfare, Social Engineering, Case Work, Institutional Care, Red Cross, etc.

CHOICES PRESENT THEMSELVES AT MATRICULATION THE FOLLOWING

Graduate School offers to those holding B.A. and B.S. degrees opportunity for further special study leading to Master's and Doctor's degrees. This is especially the road for those who desire to prepare themselves for the better teaching positions both in secondary school and college.

[The above list of opportunity is merely suggestive]

1. The first two years in the Liberal Arts College and the School of Education are identical, and the first two of the school of Commerce largely composed of liberal arts courses. The first two years in the App. Sc. contains a few.
2. Although no choice of curriculum is to be made in the second year, yet there is a slight range of choice in the sophomore electives open to students in the courses numbered I, II, and III.
3. A student majoring in one of these departments must take at least one course a year in each of the other divisions.
4. In addition to the vocational opportunities wholly or in part open to A.B. Graduates, there are of course the professional schools such as Law and Medicine and the Graduate School.
5. No mention is made of teaching any subject because the opportunity is so apparent.

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

COLLEGE EDUCATION *and* PROFESSIONAL OPPORTUNITY

Compiled By

THOMAS A. WHITENER

Director, Bureau of Vocational Information
Office of Dean of Students

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.

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THE VIEWPOINT OF THIS BULLETIN

Modern life for both the individual and society is organized around productive activity. Joy of achievement, success, fame, riches, await the youth in proportion as he is able to develop his productive powers and purposes during youth and move out into the world of men with professional standards of thought, training, and service.

The attitude of some educators toward this fact seems, in the main, to have developed around either of two extremes. The one is the exponent of "practical" education who would rule out of college curricula those subjects that have no "bread and butter" significance. A preacher of this doctrine said the other day that a college boy who did not know for what occupation he was training himself had no business in college, and a teacher who could not direct his students into vocations was not qualified to teach. The other extreme lies among those who hold that "culture" can have no intercourse with "vocation" without sullying its purity. Such was the man who toasted "pure Mathematics" and prayed that "she might never be useful." A professor of higher Mathematics in one of America's great universities recently lamented the fact that his subject had become useful in the electrical industry with the consequence that it was of less value as a cultural study: "for," he said, "the educational value of a subject is in inverse ratio to its usefulness."

The viewpoint of this bulletin does not lie with either of these extremes nor is it a compromise. It is the conviction of its authors that work in the world as it is organized today has been lifted above the plane of drudgery, and liberalized and humanized by the viewpoint of modern society. The successful worker today must, to an increasing degree, conceive of his enterprise not as a mere means of making a living, but as the exercise of creative energy dedicated to the service of society. So regarded, work takes on some of the aspects of art, and some of religion, and vocation evolves into profession. Nowhere is this better illustrated than in the modern spirit of the business world where there are to be found countless instances of men who passionately

devote themselves to the building up of the great commercial enterprises, never stopping to enjoy the money which it brings them —which they would do if their work were only a means to an end —but finding their satisfaction in creative achievement and in the development of power through service to society. And so it happens that occupations which were formerly mere tools for making a living are developing into professions, with specialized preparatory training, with codes of ethics and with elaborate machinery for self criticism and for recruiting good material to carry on their functions in society. To our minds this characteristic of modern life is so clear and compelling that we find it impossible to share either of the two opinions represented in the opening paragraph. By this synthesis of culture and work we believe that culture is vitalized, and work is humanized.

For the modern youth to look at education and make educational decisions from the standpoint of a life work purpose, cannot necessarily imply earlier specialization, because a man must not only know his own field of work, but must also know something of its relationships with other fields of work, with the times in which he lives, and with other times as well. If one is fortunate enough to have the resources for prolonged schooling, a broad foundation is wise as a preliminary to special training. Again, it is a mistake for a boy to look upon an education as a certain road to a good job. It is both more than that, and much less than that. In the first place, its greatest service is to his spirit rather than to his pocketbook, broadening his horizon, increasing his understanding of life, and deepening his sympathies with men and movements. In the second place, the educated youth must start in the world of work, after completing his education, where the uneducated began some years before. In other words, after education comes a period of apprenticeship, and it is only at the end of that period that an education possibly can declare dividends.

On the other hand, we are confident that it is a mistake for the boy or girl to drift idly through the panorama of school and college without thought of what part they shall play in life, and through what avenue of work they will make their contribution

to their day and generation, thoughtlessly believing that after graduation by one lightning stroke of intuition they will have revealed to them which of the many beckoning opportunities they shall seize. To do this is to be disappointed at graduation by a lack both of opportunity and of insight.

As the modern democratic state asks the school to instruct the child in the functions of citizenship, so does modern productive society ask that the school initiate the child into its spirit and processes; and all over the world in progressive educational systems, both in secondary schools and colleges, students are being encouraged to study themselves and the world's work, and gradually through this systematic thinking to arrive at a reasonably wise decision with regard to their own life work. It is our hope that this pamphlet, which presents a sort of highway map through college into life and work may help high school seniors make wise decisions with regard to their next step, and may enable college undergraduates to think more effectively about their own relationship to the work of the world, in order that the next generation may come through our schools and colleges in the more purposeful way which modern life demands that they shall.

The sections in this book devoted to each department have been, in most cases, written by members of the departments and in all cases approved by the department heads. There was no effort made to reduce them to uniformity. They represent each department's conception of the professional opportunities which are opened up to the student by specialization in the respective departments, and the contribution each department may make to the productive life.

FRANCIS F. BRADSHAW,
Dean of Students,
University of North Carolina.

June 20, 1925.

HOW TO USE THIS BOOKLET

This book is designed mainly for reference purposes on the various occasions in a student's career when he must make important decisions regarding his educational and vocational plans.

I. **Whether or not to go from high school to college** is one of the very difficult decisions which the high school senior must make, and it should be made on the basis of knowledge of himself, his own interests, talents, and some knowledge of what college has to offer, and whither college leads. This booklet, representing the organization and functions of a typical University, can help to answer this second question.

II. **For the high school graduate, who has decided to go to college,** the next great question is whether to specialize immediately in some professional course, such as engineering, for example, or to take the Liberal Arts course first and specialize later. The advantages of training in history, literature, and general science, prior to special professional training is generally admitted and some courses of this type are included in the first one or two years of nearly all the specialized curricula. The question is rather whether more than one or two years will be devoted to this general type of training. The student in the School of Commerce, for instance, spends a large part of his first two years taking the Liberal Arts course. The question which the entering student must decide is whether or not he wishes more liberal education than the partially liberal and partially specialized curricula offer. The value of the four-year liberal course is established by long experience. However, for the individual student, the choice must be based on his interests and abilities, the amount of time he can afford to spend in college, and the exact type of life he intends to live after graduation. To attempt, in a sentence or two, to give advice on this

question would be absolutely futile and might be positively harmful. In general, the editors of this bulletin believe in a broad, general education, plus a thorough special training; just how much of each, the individual must work out for himself. The study of the various departmental statements herein contained should be of considerable assistance.

III. **The student who has completed his program of general education,** of whatever extent it may be, and must decide now which specialized occupation he wishes to fit himself for and enter, will find in this pamphlet definite statements as to where successful study in the various departments may lead.

IV. **By use of the index in the back of the pamphlet,** it is possible to approach the whole question of choice from the point of view of the profession rather than the education for it. The professions there listed give some idea of the numerous occupations open to well trained men and women.

V. **Teachers and school administrators,** who wish to set up a vocational guidance program, will find the bibliography, announcements, and other material, in the back of the book suggestive. Students who wish to make a more intensive study of various occupations than is contained within this pamphlet will find through the bibliography, the package library service, and the consulting privileges mentioned in the announcement, additional assistance.

ORGANIZATION OF INSTRUCTION AT THE UNIVERSITY OF NORTH CAROLINA

The University is organized into the College of Liberal Arts, several Schools, and numerous Departments. In most cases these divisions are dependent one upon another for the variety of instruction necessary for the several degrees offered. For example, a student registered for the A.B. degree would take work in various Schools and many Departments during his four years here.

Students upon entering the University are required to register in the College of Liberal Arts, which offers the A.B. and A.B. in Journalism degrees, or in one of the following Schools: School of Applied Sciences, offering the B.S. degree in both Chemistry and Geology; School of Engineering, offering the B.S. degree in Civil, Electrical and Mechanical Engineering; School of Education, offering the A.B. in Education; School of Commerce, offering the B.S. in Commerce; and the School of Pharmacy, offering the Ph.G. and B.S. degrees. In order to enter either the School of Law or the School of Medicine, it is necessary to have completed at least two years of prescribed college work. The Graduate School is open only to those who hold the Bachelor's degree.

The many Departments are organized under the College of Liberal Arts and the several Schools. The remainder of this bulletin is an effort to present the "Life career" phase of the instruction given at this institution.

The aim of this pamphlet will be realized if it proves helpful to students in deciding what courses of study to pursue, these decisions being based on a better understanding of the University's organization and instruction.

Deans of the various Schools and Heads of the Departments have been very coöperative in compiling the material for the following pages. The Stanford University Bulletin, Vocational Information, has been of great assistance. The statements concerning Botany, Chemistry, Education, Geology and Music were taken from that Bulletin. We acknowledge our indebtedness to the Stanford Committee on Vocational Guidance.

COLLEGE OF LIBERAL ARTS

DEPARTMENT OF ENGLISH

General Field. What is usually called "English" covers a wide range of study and activity. In one aspect, the word refers to the study of "composition," a term almost as vague as "English" itself, since it includes not only elementary drill in correct writing but also such diverse activities as debating, editorial writing, news reporting, the writing of essays, narratives, and poetry for periodical and book publication, the writing of plays for the theater, and the writing of technical reports for engineers, research organizations, and business enterprises. Oral "composition" has to do with reports, debates, and formal and informal speeches. The training received through this aspect of the work of a department of English therefore touches almost every phase of life. It is not a skill that is complete or efficient in itself; united with special training in the content and technique of business and the professions it gives invaluable aid to a successful career.

For another aspect, "English" means the study of literature, not only the literature produced in England or America but also literature translated from other tongues into our own. It is thus the avenues of approach to all the records of the human spirit which have been expressed in literature since the dawn of civilization, and while the practical application is seemingly less immediate than is the case of composition, it is one of the chief elements in the culture of every educated person.

These two fields may be considered in a little more detail, as an introduction to an outline of the vocational aspects of the subject.

Some Practical Applications. The modern department of English frankly recognizes that the greater part of its work is not designed to train specialists but to contribute to the success of men who are preparing to become specialists in other forms of activity. It therefore does not depend upon lectures about literary works and their writers. It is not much concerned, except in certain specialized courses, with an orderly development of

literary history. It is concerned with the training of the boy who will be an engineer, or a research chemist, or a business executive, or a professional man.

To gain this end, the modern department gives proper attention to the study of effective expression. This means: (1) the development of the power to use crisp, incisive English in letters, oral and written reports, advertising and promotive campaigns, even in conversation and business interviews. No matter how able a man may be, or how great his mastery of his special field, if the expression of his ideas is slovenly, ill-arranged, and inexact, he suffers and is the cause of suffering in others. (2) It means the development of ability to gather facts from primary sources of information in place of depending upon hearsay and opinion. No principle of business or professional success is more fundamental than this. (3) It means the development of the power to use facts effectively. The lawyer's brief, the engineer's report, the salesman's story, as well as the thousand examples to be drawn from banking, mercantile, and manufacturing enterprises all depend upon this power.

The Contribution to Culture.

1. Modern life seeks constantly to increase the margin of leisure. As a man grows older and achieves his success in practical affairs, he has a right to expect that his margin will become greater. Many men who have won great place in business and finance have found in books a source not only of refreshment but of increased personal power.

To the youth conscious of high gifts, therefore, the University brings no higher service than to help him form a taste for reading good books. Given such capacity, he need never fear vacant hours.

2. Apart from this high aim, by which men know and love the masters, there is the more workaday service of books as a source of relaxation and amusement. They offer escape from life that might otherwise grow monotonous. With books, a man may take a vacation without ever leaving his evening lamp.

3. Culture is not external, something to put on like a dinner coat. It is a part of the man himself. We do not read Dante in order to talk about Dante.

Culture is a mode of living. To it many agencies contribute. It makes up what we call personality. To the development of personality, acquaintance with literature contributes subtly but inevitably.

4. Literature is a corrective of the doctrine of progress, which is the fundamental idea of modern civilization. Now the idea of progress, unchecked, makes men provincial, because they live only in the present and future, omitting the past.

Through literature we who live in a shifting, fluttering world come into contact with that which is changeless. For "progress" is not a word to conjure with in literature, as it is in science. The scientific knowledge of a century ago is valueless except for antiquarian interest. It is not so with Shakespeare or Dante or Homer. A book written ten centuries ago, or twenty, may have a more direct message to the human soul today than a book by a famous author published last week.

Literature is the expression of the human spirit, an interpretation of the meaning of life. The dramas, stories, songs that we read, no matter when they were written, provided only that they have truth, beauty, and vision, are chapters or paragraphs in the great Book or Bible of the Human Spirit.

The department of English seeks to lead you to a realization of these facts.

Vocational Aspects. It is apparent from what has been said that by far the largest contribution of the study of English is indirect rather than direct in its application to the business of getting a living. It is thus unlike Electrical Engineering, or Architecture, or Commerce. In these departments you expect to get a training which you may immediately apply, as in the case of law or medicine.

Nevertheless, a career is possible for those who wish to make what is called "English" a life-work.

This career may take one of three forms, or may combine two of them. The three forms are school and college teaching, the career of scholarship, and creative work.

English Teaching. Since some training in English is required of every school and college student, it follows that there are many opportunities for teachers. Teaching English requires high native gifts, power of personality, and thought training. The training required is a distinguished record in English and allied subjects in the undergraduate course, and one to three years of graduate study.

Some or all of the following qualities should be possessed by the prospective teacher of English:

1. Interest in books. This does not mean merely desire to be always reading novels, plays, and magazines. It involves something of the spirit of Chaucer's scholar with his love for his twenty books clad in black and red, or of Erasmus who said that first he bought books and then clothes. The books that we have to deal with include, of course, the major-works of the great English authors; they also include the masterpieces of world-literature: Homer, Virgil, Plato, Dante, Montaigne, Cervantes, Goethe, and the like. They include books as the instrument of thought and learning, such as the works of Bacon, Descartes, Gibbon, John Stuart Mill, and others.

2. Interest in history. Literature is a form of history. Its greatest products cannot be understood save in connection with the times in which they were produced. In turn, they illuminate their times. The necessary historical knowledge may be gained through the use of handbooks, but the study should be accompanied by the reading of classic histories that are also literature. The gift of the historical imagination is as needful for the teacher of literature as a knowledge of the structure of the sonnet.

3. Interest in the fine arts. Literature is one of the fine arts, with intimate relation to the others. Therefore a knowledge of painting, sculpture, architecture, and music should be a part of the personal equipment of the teacher.

4. Interest in the modes of literary expression. This includes study of literary technique; a knowledge of the history of the various *genres* or forms; acquaintance with style and sensitiveness to it. It also includes a sense of form. The quality of unity, for example, is not merely formal or rhetorical, but organic. Finally, it includes what is called literary criticism, which is both historical and interpretative. For criticism sound knowledge is the first requirement; sound judgment is the second; and taste or aesthetic sensitiveness is the third.

5. The ability to express one's judgment, to set forth one's learning, and to explain difficult and complex subjects with skill, clarity, and charm. This quality is the result of personality.

6. Interest, intelligent and broad, in the life of today. The teacher of literature is the means of communication between the mind of the past and the mind of today. Without knowledge of present day thought and expression, his knowledge of the past is dead and inert. Rightly apprehended, the masterpieces of literature possess quickening power. The teacher is the agent, the interpreter, the one who helps to make it possible for the souls of the mighty dead to communicate with the living.

Opportunity. What has been said implies spiritual and intellectual responsibility and the joy of working in a subject filled with potentialities of incalculable value to our generation. The requirements are high, because the opportunity is immense. Teaching literature is not an occupation but a divine calling.

In past times scholars contended against poverty, indifference, the difficulty of securing proper training, and the inability to secure posts that would supply a living. It is not so today. The training given by the modern department of English, and allied departments, is far superior to any that the world has previously known. Books are abundant and cheap. Great libraries are scattered through the country. Fellowships are available for those who wish to continue their studies to the point of mastery. An honorable career is open to all who are qualified.

English is the most widely taught of subjects. The demand for qualified teachers was never greater and is far in excess of the supply. Salaries are good, and are getting better.

Scholarship as a Career. One may become a teacher of English in school or college without that mastery that is implied in scholarship. Teacher and scholar are not synonymous terms.

For scholarship more intensive study is required, in this as in other fields of learning. Originality, initiative, the passion for discovery are necessary qualities.

The student who desires to become a scholar should determine just wherein his special genius for investigation and mastery consists. An elementary test is to study carefully the qualities of the English teacher as set forth above. Test yourself, as in a personality test, in accordance with these suggestions. Then add the special qualities named in this paragraph, qualities which are not peculiar to the English scholar but are shared with the scientist, the historian, and the investigator in other fields.

Scholarship as a career, in this country, is usually possible only to men who are connected with universities in which research is being carried on, as distinct from colleges, which are primarily teaching institutions. Teaching has to do with the tradition of knowledge; scholarship is interested in the advancement of knowledge.

Special attractions in English scholarship are the sense of dealing with living matter, possessing high spiritual and intellectual values, and the opportunity to become intimately acquainted with great personalities and the masterpieces of human genius.

Creative Work. Instead of a career as a scholar, English offers attractions to the man or woman possessed of a different order of creative gifts. While there are exceptions, the world's greatest dramatists, poets, and writers of prose have usually been thoroughly acquainted with literature.

Drama, poetry, fiction are yet to be written. Opportunities for such training as is possible are offered by the modern department of English. The department has, however, discovered no magic formula for the creation of genius. That must be supplied from some other source.

DRAMATIC TRAINING

(Carolina Playmakers)

The Field. The theatre today presents a wide and varied opportunity for creative work along the following lines: Directing school and community theatres; teaching dramatic literature, play-writing, and stage arts in high schools, colleges and universities; professional work, as acting, play-writing, stage management, dramatic criticism (for newspapers and periodicals), and stage-craft (including scenic design, lighting, costuming).

All these branches afford rich and fascinating fields for one desiring self-expression along artistic lines. At the same time a person entering such a work may feel that he is making a significant contribution to social welfare and to human happiness.

Qualifications. Besides technical training, the qualities of leadership are essential in the Directing and Teaching of Dramatic Arts. A particular talent in any of the above mentioned fields will find well-nigh unlimited opportunity for professional achievement.

Demand. The demand for Directors of Little Theatres and teachers of Dramatic Arts is far in advance of the supply at the present time. There is a great need today for trained and efficient leadership in the community and in the professional Theatre. Everywhere Little Theatre and Community groups, High Schools, Colleges and Universities, are demanding competent directors and teachers.

Training. The Department of English, the productions of Carolina Folk-Plays and other productions of the Carolina Playmakers afford unusual opportunities for practical experience in all departments of the Theatre. Like all the professions requiring technical training, a thorough preparation, expert training, and actual practice in the dramatic laboratory are essential in training for the Theatre as a profession.

Plans are under way for the establishment of a State Repertory Company to supply the increasing demand for dramatic performances of our Carolina Folk-Plays (not only in North Carolina, but in other sections of the country) and to give our most talented Playmakers an opportunity for pursuing further their chosen work beyond the period of their student life.

The opportunities afforded, particularly at this time, with the phenomenal growth of The Little Theatre Movement, in towns and cities, in our schools and colleges and universities, suggest to the young man or woman entering the profession an almost unlimited opportunity for original achievement.

DEPARTMENT OF ECONOMICS

Economics is both a science and an art. It is a science in that it deals with a fairly coherent body of knowledge and relationships in which cause and effect are clearly discernible. It is an art, in that it deals with the visualization of business objectives and the adoption of such method and strategy as may be expected to bring about the desired end. The application of the art assumes a knowledge of the principles in the background and the ability to interpret and apply them in a dynamic society. Economics is closely related to the other social sciences. Its subject matter, however, is more clearly circumscribed, and its reactions more definite, than the subject matter or reactions characterizing any other member of the group. It treats of wealth, of man's efforts and sacrifices in its attainment, and of the instrumentalities and institutions which have evolved out of business relationships.

Economics lays its claim to comparative precision because it has a very definite standard of measurement for those activities with which it is concerned. The yardstick of economic motive is money. In such terms does man measure energy expended and satisfaction enjoyed. It is true that conflicting motives appear that call for evolution and appraisement. Out of the maze of it all, however, the economist emerges with his dictum. *If the effect of the motive is expenditure of money or labor, the motive is, for all practical purposes, tantamount to an economic motive whether the chief actuating stimulus grow out of selfish, or philanthropic, or charitable, or religious, or other intent.*

From the standpoint of the economist, it makes little difference whether the actuating influence operates as a driving force or a high ideal, provided only that its effect be to make man more active in the accumulation of wealth. The economist therefore makes free use of all the ideals and aspirations that find their

expression in other fields of thought—and he supplements those with ideals of his own. For instance, he favors an equitable distribution of wealth not only because such an ideal conforms to accepted standards of fairness, but specifically because it has direct and cumulative bearing upon man's productive efficiency and individual and general well-being.

Economic progress means larger output, with diminishing strain, and the increase of power over the necessities and luxuries of life on the part of an ever larger proportion of the population.

If the student would have an intelligent concept of the system of which he is a part—the movement of populations; the exchange order involving value and price, supply and demand; the organization of production; the distribution of the national income; industrialism and capitalism; governmental policies as they react upon the production and distribution of wealth—if he would speak or act intelligently with regard to these and other similar problems, he should acquire familiarity with the fundamental principles of economics. Such training is considered by the writer to be fundamental whether viewed from the standpoint of liberal education or preparation for business.

DEPARTMENT OF GERMANIC LANGUAGES

Before entering definitely upon the studies which lead to a profession or special vocation, the student should lay as broad a foundation as possible for his general education.

In the scheme of general education the student will find important advantages in the study of German, because it offers especially good opportunity for language study, and such study is rated high in the program of general education.

In regard to the use of German in the vocations of life it is necessary to distinguish between two directions which the study of the language may take: first, general; second, special.

General. Many departments of work which are adopted as professions require an acquaintance with German for the purpose of consulting important technical literature for which there are no translations.

Students who expect to specialize in botany, chemistry, geology, zoölogy, medicine, mathematics, engineering, history, phil-

ology, and literature, will be greatly hampered without a good reading knowledge of this language. This is also true for those who enter certain lines of commerce.

Special. For students who intend to enter the field of English philology as specialists a very large acquaintance with German is essential. Since English is a Germanic language the first approach to English philology is through the older Germanic dialects, Gothic and Old High German, and Old English.

For those who select Germanic philology proper all forms of the Germanic dialects must be studied in the widest possible way, both for linguistic and literary purposes. Those who adopt this profession should take the degree of Ph.D. with German as a major subject.

There is abundant opportunity for the work of specialists trained in Germanic philology. All of the colleges and universities have departments of German. The larger universities of the North and West are preparing men and women to become professors in the various educational institutions of the country.

As yet the South has shown in this regard a conservatism which amounts to backwardness. It is often necessary for the Southern colleges and universities to look elsewhere for their professors of German.

This state of affairs will continue as long as our Southern scholars neglect to prepare themselves for the positions to be filled in the departments of German. There is here a field of fruitful work for which opportunities are certain.

Something similar is to be said of the opportunities offered for teaching German in the High Schools. For such positions, of course, it is not necessary to devote to the study of the language the same well-rounded and thoroughly specialized work as is demanded of the professional student of Germanic languages. Attention should here be directed chiefly to modern German, but the prospective teacher of German should take the degree of A.M. with German as the major subject.

It is safe to assume that there will soon be good positions open to well equipped teachers of German. At present the schools of the State are still suffering from the prejudice which was

formed against German during the recent war. But in many parts of the country the schools are again taking up the study of this language with the same wise provision which existed before the war.

What we need first is reliable teachers, and to become such the young men and women of the State must enter seriously into the study of the language which we have been considering.

DEPARTMENT OF GREEK

The Department of Greek offers courses in the language, literature, and civilization of that nation which has contributed the beginnings of science, philosophy, and the culture of the present civilization. The work of the Department is, primarily, cultural, but also directly contributes to preparation for professions. It is cultural in the sense that its study develops sympathies and the understanding by contact with a body of literature representing one of the greatest achievements of the human spirit. It is valuable for pre-professional preparation in the following cases: First, for students and teachers of languages, a knowledge of the Greek language if not essential is desirable. There is not a wide field for the teaching of Greek, but there is a great demand for the teaching of modern languages, and Greek has entered into the construction of all our modern languages and the acquaintance with it is essential to complete mastery. Second, for students and teachers of modern literature, a knowledge of the creations of Greek literature is essential. Almost all literary forms were perfected by the Greeks—not to speak of the spirit which pervades them. The Renaissance of the 15th century finds its inspiration and genius in the rediscovery of Greek literature. Third, Vocational: almost the entire nomenclature of modern science is taken from the Greek language, and students in the sciences in general, and medicine in particular, will find a knowledge of Greek of invaluable assistance. Likewise a knowledge of the Greek language is essential to the student for the Ministry. No scholarly knowledge of the Bible is possible without the ability to read it in the original language. Greek is thus directly a vocational study for the greatest of all professions.

DEPARTMENT OF HISTORY AND GOVERNMENT

The Department of History and Government offers to students general training in the two allied subjects. Historical training gives to the student a valuable body of information, a method of investigation and analysis into human affairs, and a critical, questioning point of view. All of these are necessary to trained and intelligent citizenship. They further constitute the foundation for work in the humanities and the social sciences. All of them depend upon historical knowledge, all employ the historical method, and for full appreciation and understanding of any one of them, the historical point of view is necessary.

In the field of government, not only its historical aspects are dealt with, but also the present practice and problems of government are investigated and studied.

So much for the general training which is given. In addition the department gives specific training, for those who intend to devote themselves to teaching or investigation.

DEPARTMENT OF JOURNALISM

The Field of Journalism. This field, like most others, is overcrowded with incompetents, but contains lamentably few of first-rate ability. The future of the field is extremely promising, because every North Carolina newspaper that is conducted with ability is growing, particularly in financial power, and is therefore able to employ, and is employing, more men. On the other hand, standards are becoming more and more difficult to attain, and the requirements grow steadily more exacting.

Nature of Work. Both the desirable and the undesirable points about this field lie in the nature of the work. To the type of mind it attracts it is entirely fascinating. It brings the worker into contact with all the interesting people, both of the desirable and the undesirable types, in his community. It gives the worker a certain standing in the community, which he is able, by proper conduct, to make a position of commanding influence. It involves him directly, usually as a witness but sometimes as a participant, in all the important and significant happenings of the community.

On the other hand, it is extremely hard, exacting and nerve-racking work. Generally speaking, only young men can stand the physical strain of reporting. If a man reaches middle age without attaining an executive position on a newspaper, he is usually compelled to retire. The hours are twenty-four a day. The reporter is never entirely off duty, except by special arrangement. He is as liable to night calls as a physician.

Preparation. As for preparation, the first essential is the ability to write clear, accurate, simple English; but this ability is possessed in the highest degree only by highly educated and extremely able men. After English the journalism student should, in my opinion, specialize in history, economics and foreign languages; but there is no sort of information that is not useful to the newspaper man at one time or another. The bulk of his vocational education, like that of an artisan, comes by practice; but a course in journalism, by enabling the student to avoid certain common mistakes, should enable him to save a great deal of time in becoming master of his trade.

DEPARTMENT OF LATIN

The study of Latin is not primarily for vocational ends, but cultural. Specific training is of course given to those who aim to become teachers of Latin in school or college. In addition, teachers of the Romance languages, of English, of History, and of Education finds the study of Latin highly beneficial. For them it may be said to have practical values. A simple illustration of its value in the understanding of the English language is found in the fact that a very large percentage of words in use are derived from Latin. The very basis of French, Spanish, and Italian is Latin, so that it is not too much to say that no one can have a thorough understanding of these languages without some knowledge of Latin.

For a prospective lawyer a command of Latin is at least helpful—in England it is considered indispensable. The chief aim however in the study of Latin is, and should be, general culture, which is not to be obtained by excessive emphasis on the "practical." In the long run a liberal education followed by vocational work will lead to lasting satisfaction and success.

DEPARTMENT OF MATHEMATICS

The chief reason for the great amount of time spent in the study of mathematics is its educational value. It brings the mind into contact with exact methods of reasoning. A person coming to geometry with the ways of thinking of a child may, by mastering the subject, leave it with the mind of a man.

Teaching. This furnishes the demand for teachers of mathematics. There is an urgent call for well-trained teachers in the high schools and the chance for reasonable salaries is good for those who keep up with the times in teaching and maintain a real interest in the subject matter. The minimum requirement for a well trained high school teacher should certainly include courses in Trigonometry, Algebra, Solid Geometry, Analytic Geometry and Calculus. For the more advanced teaching the Master's degree is usually required. The Ph.D. degree, or its equivalent, is expected of those who hold the best college and university positions.

Engineering. Mathematics is the foundation for nearly all the engineering studies. No person can hope to make progress in any branch of this profession without a thorough grasp of mathematical principles.

Business. A business man at the present time should have a knowledge of the basic mathematical principles upon which are built the laws of sinking funds, insurance, depreciation, accounting, etc. As our country grows in population it becomes more and more important that business be organized upon scientific foundations. A statistical study of business reveals fairly definite cycles of rise and fall and the men who understand these things will be better able to survive the periods of depression and build up business firms which will command the respect of the world.

For a business enterprise to be successful it must be conducted with honesty and knowledge. Some will contend that we can find all the facts worked out into formulas by others or that we can always call in some person whose business it is to know the facts. This may be true in many cases, but a man who understands the mathematical principles will know better how to

interpret the figures and formulas when applied to his own business than the man who has to depend upon outsiders for his information.

Scientific Professions. In addition to engineering there are a great many other scientific professions in which mathemathics is a very powerful tool. Chemists use mathematics in practically all their work. Manufacturers of optical instruments employ skilled mathematics. The navigating officers of ships use mathematics constantly. We are living in the scientific age and mathematics is a necessity in practically all branches of science.

DEPARTMENT OF MUSIC

Public School Music. There is a growing demand for alert, well-educated men and women in the field of musical education. More is demanded of the professional musician than ever before, because music is today more generally recognized as a vital factor. To be a supervisor of music in the schools one should have the equivalent of a four-year college course, with special emphasis on thorough technical training in music, applied and theoretical, and on music pedagogy.

The supervisor's work is necessarily of a very general character, including choral, band, and orchestral conducting; classes in theory, eartraining, and analysis, and courses in musical history and appreciation. Instrumental study is carried on successfully in the modern high school, so well in many large cities that excellent recruits are being drilled for the symphony orchestras of the future.

Opportunities in Universities and Conservatories. With the improvement of musical standards in secondary schools there has come a corresponding expansion of the music departments in higher institutions of learning. The majority of America's large universities include music as an important part of the curriculum, and several independent music schools of the highest collegiate rank maintain standards of educational efficiency that are second to none.

Both types of schools employ instructors who are prepared to teach music from its scientific and theoretical side, or as an

art (in which case skillful performance is the great desideratum). The teacher most greatly in demand is the one versed in both the academic and the artistic phase—one who will also help to raise the standards of musical appreciation among all classes of students.

Private Fields. The field of private enterprise in music is too many-side to receive detailed attention here. He who would succeed as an instrumentalist, vocalist, or teacher must combine in his education breadth of culture with thoroughness of specialized technical study under the best of instructors. As a profession music holds its own more worthily than ever before, and offers lucrative rewards to those possessing talent and personality.

DEPARTMENT OF ROMANCE LANGUAGES

(French, Spanish, Italian)

General Training. The Department of Romance Languages does not have as a primary object training for any specific vocation. A knowledge of foreign languages, however, is useful in a number of pursuits, principally those that involve foreign trade or governmental service abroad. The very specific vocation as interpreters or translators does not offer a very promising field, since this work is most often done by very subordinate employees, usually of foreign birth. But a general familiarity with foreign languages, thought, and customs, is essential in employments which involve even indirectly foreign countries.

Vocational Training. The widest field for a man who wishes to make practical use of linguistic knowledge (providing he has also the other qualifications) is in foreign sales or banking. A large number of American firms have permanent establishments abroad, notably companies dealing in agricultural implements, oil, and machinery. Many importing firms also employ buyers in foreign countries. Each company usually has its own policy concerning personnel, and the duties cannot be specifically defined.

The government offers employment in the consular and diplomatic service, and to some extent in the Department of Com-

merce. For appointments in the diplomatic service, some private fortune is usually necessary, except perhaps as clerk in the embassy. Consuls are appointed after a civil service examination, which includes translation exercises. The consuls have a number of administrative duties, in connection with passports, immigration, shipping, and various legal documents, and issue reports on the business conditions of their districts.

In the departments at Washington there are a number of positions in which a knowledge of foreign languages is important. In almost all cases, however, language training is only a supplementary qualification.

In addition to the vocations mentioned above, there is the important but obvious field of teaching the subject. The demand in high schools and colleges for language teachers is at present perhaps greater than the demand for teachers of most other subjects.

DEPARTMENT OF RURAL SOCIAL ECONOMICS

General Training. The Department of Rural Social Economics at the University specifically offers training in the problems of good citizenship. Its distinct purpose is to train thinkers and leaders for efficient citizenship and effective public service, in particular legislators. The very large percent of our House and Senate every two years is composed of university men, and inevitably they are called upon to be wise in proposed legislation that affects every business and everybody in the state. It is too often the case that our university graduates are more or less unacquainted with the economic and social problems presented to the Legislature and therefore they lose a chance at effective leadership and a wise solution of these problems. Mainly, these problems are the problems of rural people, for we are seventy-one percent rural in North Carolina, and it is the business of this department to thresh out every one of these problems long before our men get into the Legislature. Our courses give them a chance to be acquainted with these problems beforehand. This is what I mean by saying that our department is primarily bent upon the problems of good citizenship and effective leadership.

Specific Training. However, our courses lead directly into the career of social engineering in community areas, that is to say ninety out of the one hundred counties of the state. The profession of social engineering is coming to be a great profession in this state. The state work in public health, public schools, and public welfare calls for county superintendents of public welfare, credit union officials, coöperative marketing agents, farm demonstration agents, and so on, all of whom need to be acquainted with the social aspects of their system in order to do their work on the highest possible levels of efficiency.

In a word our department offers courses in effective citizenship in actual problems, and also effective training for professional service as social work agents.

DEPARTMENT OF PHILOSOPHY

Why should one study philosophy? He should not. There is no obligation. Philosophy should always be elective. Suppose one elects to study this subject, what may he expect in the way of results?

Philosophy is the search for that which is real. The real is for intelligence the truth. Philosophy seeks not opinion, not information, not laws, but the truth. If you would know the truth and be free, free from radicalism and conservatism, frce from superstition and superficialism, the road is philosophy.

Success in this study enables one to distinguish the trivial from the important, the fragmentary from the essential. Today there is so much hurry all along the line that the student is well nigh sure to be bewildered. Philosophy will render valuable service at this point.

Philosophy makes for clearness, discipline, steadiness in one's experience.

SCHOOL OF APPLIED SCIENCES

DEPARTMENT OF BOTANY

High School Teaching. The work of the professional botanist usually lies in one of three fields. The oldest is that of the teacher. The opportunities in this field vary greatly in their demands and the remuneration. The teacher of nature study or elementary botany in secondary schools may be a different sort of person and will certainly require a far less extensive training than the university professor or government investigator.

The teacher of botany is likely to be required to teach other subjects as well in nearly all the smaller schools. To the major in botany, therefore, should be added at least one and better two or three minors. Zoölogy and general science are probably the most frequent and desirable combinations.

College and University Teaching. Positions in this field are naturally less numerous. The entering salaries are not more than those of the high school and the work is at first both less responsible and more difficult. The training required is far more extensive and usually highly specialized. The opportunities for promotion are excellent for able and well-trained candidates. However, a rather extended period of experience at a comparatively low salary as assistant and instructor is usually necessary before the opportunity is presented to advance to a more responsible and better paid position.

Agricultural Experiment Stations. The various states in coöperation with the United States maintain numerous experiment stations for carrying on investigations relating to agriculture, horticulture, and forestry. Each of these employs several botanists in addition to other agricultural specialists. The director is frequently a botanist.

This field is most attractive to the man who is interested in the investigation of purely practical problems. To such it offers special advantages in the freedom from teaching and other distractions incident to university positions. The monetary reward is generally somewhat less than paid in teaching positions but this is in large measure compensated for in less expensive living conditions.

The U. S. Department of Agriculture. This department employs a very large number of botanists. The number and variety is so large and the specialization so intense as to preclude any detailed enumeration in the space at our disposal, so that we must be content to mention a few for which preliminary training at least may be secured here. This list would include numerous specialists in plant physiology, pathology, plant breeding, and taxonomy.

What has been said above in regard to the training of experiment station workers and university teachers is applicable here. Many of the higher officials of the department enter it from the staffs of experiment stations, agricultural colleges, and universities. For this reason it is not usually practicable to undertake training directly for such positions, though the under positions are readily entered through the civil service by any well trained graduate.

The Botanist in Private Employ. The nature of the work of the private botanist is naturally highly specialized. Specialists are at present employed by certain rubber companies, by automobile tire manufacturers, sugar planters, smelters, and perhaps others. The number of such positions is almost certain to increase in the future along with the larger organization and greater specialization of industries depending on raw plant products.

DEPARTMENT OF CHEMISTRY

The work of the chemist and the chemical engineer is so varied in character and covers so extensive a field of activity that it is almost impossible exactly to define it. Perhaps a review of the various fields for employment given below will afford the best idea of its general scope and character.

Fields for Employment. There are three general fields open for employment along chemical lines. First, work of teaching and of research in educational institutions and endowed research institutes. Second, chemical work in the government service, in which the Bureaus of Chemistry, Public Health, Mines, Standards, and Soils are perhaps the most prominent. Third, work as a chemist or chemical engineer in the industries. This

also embraces a great variety of work from that of routine analysis up to that of director of research or of plant operation.

There are at present about 20,000 chemists in the United States distributed among these groups. The following partial list of positions open to the chemist is offered chiefly for the purpose of indicating more definitely the scope of his activity: teacher in secondary and normal schools, teacher in colleges and universities, research chemist in research institutes or under special assignment of the government or of private industries, chemist in government laboratories, city chemist and toxicologist, chemist of state boards of health, chemist in clinical work in the hospitals or private practice, chemist in control or development work in the manufacture of all sorts of chemicals, commercial chemist and assayer, consulting chemist or chemical engineer.

Demand. The call in this country at the present time is for men and women whose university training has included one or more years of post-graduate work, especially in theoretical chemistry and the methods of research. Students who have had this advanced work command a much wider field for employment. They are better equipped both as teachers and as laboratory workers. They are more able easily and quickly to grasp the details and significance of laboratory operations and to distinguish between established principles which cannot be changed and the variables, which, skilfully controlled, so often wholly determine the success or failure of laboratory methods or of industrial processes. All students who intend to work in chemistry as a profession are advised to plan to take at least one year of graduate work.

DEPARTMENT OF GEOLOGY

The Field. A few of the group of related earth sciences that constitute the field of the geologist are given in the following paragraph. The mere naming of the various branches will give some notion of the extent of the field. Indeed, it is probably not an exaggeration to state that there are as many openings today to the geologist as there were twenty-five years ago to all scientists.

These are the definite branches of study: Mineralogy—The study of the minerals that make up the earth and their origin. Petrology—The study of the rocks that make up the earth and their origin. Geography—The study of the natural features and the political divisions of the earth's surface and their origin, especially as these relate to industrial development and commercial opportunity. Physiography—The study of the relief of the surface of the earth and its origin. Paleontology—The study of the past inhabitants of the earth and their development. Seismology—The study of earthquakes and their origin. The group of sciences devoted to the study of the ocean and the atmosphere, such as oceanography, meteorology, climatology. Finally, the more strictly geological sciences—structural geology, dynamic geology, historical geology, economic geology, hydrology, etc.

It is not attempted to summarize the enlarging field of applied geology for the field is large enough to take care of all the men that can be trained. As concrete examples of some of the openings available, mention will be made of several lines of work which are now being carried on by graduates in Geology.

Teaching. Graduates either are teaching, or have been teaching recently, the following branches of geology, mining, and allied sciences: geology, mineralogy, petrography, physiography, seismology, economic geology, petroleum technology, mining, metallurgy, ore dressing. These men generally style themselves engineers of some kind, as petroleum engineers, mining engineers, etc.

In this country the geologist is so largely a professional man that many take up teaching after gaining field experience, and others leave teaching to make use of the knowledge they have obtained in the study and research in the practice of the profession.

Geological Surveys and Scientific Bureaus. The United States Geological Survey, the Bureau of Mines, and the State Geological Surveys and Mining Bureaus are public service organizations, in which the young geologist can get excellent experience in general geological, economic geological, and mining work. Probably most of the young geologists connected with the United States Geological Survey have no intention of con-

tinuing in governmental service after receiving training as an expert field geologist and after attaining a reputation that enables them to enter private professional work. The Bureau of Soils employs a number of men whose training is primarily geological. Men who have received their training in the University of North Carolina have been fortunate in securing employment in all these fields of endeavor, and many of them have rendered noteworthy service. Scattered among several other Government Bureaus may be found a number of geologists.

The Professional Geologist. The professional field open to the geologist is wide. Exploration and reconnoissance work in this country and in foreign countries, including the study of metal and petroleum resources, is conducted by trained men. At present the field of petroleum geology, technology and management offers the most numerous openings. The great railway lines employ one or more geologists. Industrial organizations need men for investigation in economic geography. In mining the fields of mining geologist and mining engineer overlap and the training for the two professions has much in common.

The study of underground water has been taken up both by civil engineers and geologists. The geologist is given opportunity to study civil, mechanical and other branches of engineering. Thus we see that the geologist has a broad and rich field of study. No one should enter this field who is not thoroughly fascinated by the study involved.

DEPARTMENT OF PHYSICS

Teaching. The Physics Department trains students for the profession of teaching and for industrial work. For teaching in the high schools and academies the B.A. or B.S. degree is required. The Master's degree is desirable for this class of work and one who has this degree usually secures a better position. In the smaller colleges and technical schools the Master's degree is required, and in some cases the Ph.D. degree. For university positions the Ph.D. degree is considered necessary.

Technical Work. There are also opportunities for students trained in physics for technical work. Many of the largest

industrial plants employ B.A. graduates who have majored in physics on the same basis as B.S. graduates in engineering. This offers many kinds of work for students trained in physics. The Bureaus of the Government employ many physicists. The Bureau of Standards in Washington, for example, has a large number of physicists on its staff.

Research Laboratories. For the positions in the research laboratories at least the Master's degree is necessary, and the Ph.D. degree should be taken if the better positions are desired. There are many different kinds of positions available for physicists in industrial work. At present the majority of physicists are employed with the electrical manufacturing companies. However, there are opportunities in many other lines.

DEPARTMENT OF PSYCHOLOGY

Courses offered in the Department of Psychology include much material of importance in the preparation for certain professional occupations.

Education. All lines of education, dealing as it does with the training of human beings, are built upon psychological principles. Almost any worker in educational lines should be acquainted not only with the general facts and principles of psychology, but also with the more specific subject matter of learning, child development, mental disorders, personality analysis, methods of examination, and statistics.

Medicine. Every practicing physician uses psychological principles in the handling of his patients, and it is important that he should understand these principles. Especially in the understanding of disorders that have their nervous and mental complications, a sound knowledge of general psychology, of abnormal psychology, and of physiological psychology, is essential. Some men specialize in these borderline fields of medicine and psychology, and are called psychiatrists.

Business. Most forms of business activity involve the handling not only of goods and machinery, but also of men. The advertiser needs to know those principles of human appeal and response upon which successful selling depends. Now-a-days in-

dustries are realizing the wastes involved in the usual handling of their human labor, and the position of personnel manager is being established in many companies with the duty of studying and remedying the sources of this human waste. Further, ideas of efficiency have led to the study with psychological technique of economical planning of work and rest periods, ventilation, light, etc.

Law. Applications of psychological methods and principles have affected law in two principal ways: in the evaluation of testimony to determine its reliability, and in the understanding of the accusation for certain types of crime. At some courts there is established the position of special psychologist.

Social Welfare. Social workers have very great need of practical knowledge of psychology, especially in its abnormal phases. They have constantly to detect and treat abnormal cases that mean so much for society's welfare in every way.

Consulting Psychologist. Some well-equipped psychologists have entered upon private practice. They have trained for special knowledge among most of the lines of practical application mentioned above so that they can give advice and assistance when called upon. Undoubtedly there is to be a great expansion of this special profession in the near future; and the development of scientifically trained psychologists is sorely needed here to combat the work of charlatans.

Teaching Psychology. From the above we see how psychological training functions in various professions. This affords a good field for the teaching of this science. All colleges and universities employ well trained men for teaching this subject. The Master's degree is a minimum requirement, and most colleges prefer that a man have the equivalent of the Ph.D. degree. The department of psychology offers this training.

DEPARTMENT OF ZOÖLOGY

Those who find themselves strongly interested in zoölogy will meet with opportunities for teaching and investigating in several of the subdivisions of present-day universities, such as college, technological, medical, and graduate school. Others will find

their best opportunity, especially if their interest centers around the fundamental problems of cellular biology, in research institutions of a more or less medical character. Museums need the service of many zoölogists as curators. Such persons are expected to acquire intimate and extensive knowledge of the classification and natural history of some particular group. Somewhat the same kind of specialization is demanded of those who are drawn into institutions for the betterment of public health, some concentrating on the study of protozoa, others on the insects that spread disease, others on the parasitic worms, etc. There is, finally, much work of economic nature that is carried on by zoölogists in the service of national and state bureaus, such as the U. S. Bureau of Fisheries and the several bureaus under the U. S. Department of Agriculture.

The department occupies, along with the Department of Botany, the Biological Building known as Davie Hall, a description of which is contained in the University catalogue. The equipment of the department in books, journals, collections, and instruments will be found adequate to the needs of much graduate work. Opportunity to carry on investigations at the seaside may usually be obtained during the summer at the Biological Station of the U. S. Bureau of Fisheries situated at Beaufort, N. C.

SCHOOL OF COMMERCE

The School of Commerce offers training which leads into a great number of business activities. It is necessary, therefore, to subdivide the broad field of commerce into smaller and more distinct groups.

Study thoroughly each group given below with regard to your abilities, aptitudes and interests. Each student in this School must, at the end of his sophomore year, choose one of these groups for special study. During the freshman and sophomore years the student's course is more or less prescribed. This prescribed work is almost identical with the first two years in the College of Liberal Arts.

Factory Organization and Administration. The factory organizer and administrator engages in the problem of coördinating raw materials, equipment and labor in the efficient production of a salable product, whatever that product may be. This is an intricate science as well as a fascinating art. Knowledge of types of organization, ways of financing, methods of control and tests of efficiency are the necessary equipment of the modern business executive.

Banking and Finance. The mobilization of the financial and credit resources of a business community and their direction into sound productive channels of investment is a task of extreme delicateness and serious responsibility. To serve successfully and safely in this field, one should be equipped with a knowledge of the nature of banking and credit as well as an acquaintanceship with the methods of judging business trends and testing financial integrity.

Marketing. The great success which has been achieved in turning out manufactured articles and agricultural products has been sacrificed in many instances by crude and awkward marketing and shipping methods. Standardizing, grading, packing, ready and safe procedure to destination at fair rates, are the essentials in this vital matter. The South is particularly in need of intelligent leadership here.

Advertising and Salesmanship. A worthy product and an eager buyer may never be united merely because the mind of the buyer was never explored, or the virtues of the product never systematically studied and forcefully presented. Developing interest in a prospective customer, careful choice of convincing language, strategic advance toward a favorable decision, these are processes which we owe a product in which we have faith. This is the job of the man engaged in advertising and salesmanship.

Merchandising. This field is going through a very rapid and significant transition. The organization and operation of department and chain stores are fast giving rise to a science of merchandising. The purchase, care, financing and sale of goods is a complicated task in which blundering and inefficiency have long burdened society. Mastery in this activity is well worth the careful study it will require.

Personnel Management. The profession of personnel manager has to do with the selection, promotion and care of the human element in industry. This is just establishing itself as a distinct task. The enormous losses in labor turnover, in the misfits of persons to tasks, in the misunderstanding and conflicts between employer and employee, have at last led to belated but earnest study of this problem. In combining profitable business and far-sighted philanthropy, this profession promises to take high rank.

Risk-Bearing and Insurance. As industry and trade grow more complex and the hazards of change and uncertainty increase, the problem of meeting and distributing risk becomes a vital matter in business administration. The protection of the individual against the risk of sickness and death is also of increasing concern to the business world. The correct computation of risk, the economic collection of premiums, and the safe and productive investment of funds are the outstanding functions in this field.

Transportation and Shipping. As production is concentrated more and more in great industrial centers, the problem of cheap and efficient transportation of raw materials to factories, and of finished products to the markets, is increasingly vital. The

welfare of every community and the economic development of every section depend on adequate and ready shipping facilities at fair and reasonable rates.

Business Law. The complicated legal phases of modern business, together with the increasingly intricate relations between government and industry, call for more lawyers who are trained in the fundamentals of our economic life. A person who is unfamiliar with the relations and methods of our business operations can hardly hope to succeed in business law, which is one of the most lucrative and useful types of legal practice. This course offers a good foundation for legal training.

Accountancy. The profession of Certified Public Accountant is now recognized not only as one of the most lucrative but one of the most useful lines of work. The tragedy of business failure may often be avoided by the application of the principles of scientific accounting. The government also requires an increasing host of trained accountants in its tax operations. A combination of accounting, business law, business organization and corporation finance, constitute the leading elements in this field.

Foreign Trade and the Consular Service. The transition in our foreign trade from the easy sale of raw materials and food products by the past generation to the rigorous competition with skilled and experienced foreigners in the sale of manufactured commodities compels us to understand the processes and technique involved in the difficult task of selling in other countries. Knowledge of the different languages, tastes, customs, and traditions, as well as the niceties of diplomacy, is requisite here. The delicate forces which turn the tide for or against us certainly cannot be understood by superficial observation.

Municipal Administration. A discriminating critic of American life has said that the weakest spot in our national life is city government. This is largely due to our persistence in looking at municipal government as a matter of partisan political control rather than as a highly technical business proposition. The great need is a thorough-going organization and management of city affairs in the light of sound business procedure. To get

essential municipal functions performed efficiently and at the lowest cost to taxpayers calls for a vigorous combination of scientific business and engineering principles.

Commercial Teaching. The last group given here, into which commercial training leads, is the teaching of commercial subjects. A large percentage of high school students never go to college. It is, therefore, important that some competent instruction in elementary economics and commerce be offered in the secondary schools. The course of study here will qualify those who complete it for the state high school teachers' certificate in North Carolina, and should prepare for the teaching of the following subjects: bookkeeping and elementary accounting, elementary economics, commercial geography, civics, salesmanship, etc.

Generally speaking, it is necessary to take at least one year of post-graduate study in order to qualify for teaching positions in colleges and universities.

THE SCHOOL OF EDUCATION

The primary purpose of the School of Education is to prepare young men and young women for the more responsible teaching positions, principalships, and superintendencies. Adequate preparation for such positions is required by statutory provision in all progressive American states. Every state is now spending vast sums of money for the education of the youth of the land. It is one of the primary functions, therefore, of the School of Education in a state university to fit prospective teachers and educational workers by developing in them the necessary knowledge and skill for successful teaching and administration.

The School of Education offers training which leads into several fields of educational work. During the regular college year it does not attempt to prepare specifically for primary and grammar grade teaching. Practically all our students enter the high school field, and our curriculum leading to the degree of Bachelor of Arts in Education is designed to prepare for high school teaching and for administrative work. Class room teaching is only one form of modern educational procedure. It is hoped that the groupings below will serve to point out some of the various branches of educational work open to well trained people.

Teaching. The high school teaching field offers many and varied opportunities to young men and women well prepared in almost any of the major academic subjects. In this respect the teaching field differs from almost any other line of professional work. The curriculum of the School of Education is so arranged that a student looking to teaching gets not only a well rounded general cultural training but also special training beyond this in two academic branches represented in the program of studies of the high schools. The first two years of his training are such as will be found in any good college of liberal arts; in the third and fourth years he continues his general cultural course and his professional work as well but is required to take more intensive training in two academic branches chosen from the fields in which he has developed most interest and shown most ability. Through his professional courses in these two years an attempt is made to

give him a fuller understanding of the laws governing mental life in general and the forces at work in society. The teacher must at all times understand, however interested and however scholarly he may become in a given academic field, that the most important factor in the whole educational procedure is the pupil, and that studies are the means and material to be used in this process and not simply ends in themselves. The relationship which the teacher bears to his pupils calls for more skill, tact, and richness of personality than is required in any other type of educational work and in almost any other profession. The high school teaching field is one that is full of challenge and opportunity and it offers reasonable financial reward and opportunity for promotion to those well fitted for it by temperament and training. The highest success in the field, however, demands teachers of personality, scholarship, disciplinary power, and teaching technique.

Administration. Every school system must have an executive head. This official is known as the superintendent of schools. Every school in the system must have an executive head, this official is known as the principal. Superintendents, supervisors and principals are known as administrative officers. Every year the schools of North Carolina are calling for more well equipped superintendents, supervisors and principals, than are available. The opportunities in these fields for young men are greater than they have ever been before in North Carolina. The administrator's main business is to organize and direct the work under his management. The administrator's position requires superior ability, sound scholarship, good judgment, and leadership especially in matters involving relationships and values. The position of administration of an educational system today calls moreover for first-rate business ability and a sure knowledge of administrative technique. The School of Education offers several undergraduate courses designed to fit for administrative work. Most of its courses, however, in administration are offered through the Graduate School. There is today no more inviting field in education for men possessing the necessary qualifications than the field of educational administration.

Educational Research. The position of direction of educational research has come into prominence in the schools of America during the past decade. The first bureau of education research in our city schools was established not more than twelve years ago. Since that time about sixty city systems have appointed directors, and many other cities are doing the work of a department of research without having an individual specifically appointed to direct the organization. The functions of city research departments as now organized involve the following, approximately in the order in which they are named: Mental and educational testing, classification of school children, surveys and statistical accounting, organization of special classes, study of educational guidance, vocational guidance, devising all records and forms, curriculum making, test construction, textbook evaluation, etc.

The business of the educational research worker is to gather data carefully, to digest and interpret these data to the end that waste may be eliminated and greater economy effected in all educational procedures.

There are other specialized positions in the educational field not mentioned in this short statement. Suffice it to say that those engaged in educational work, administration, research worker or in other capacities, have great responsibilities and opportunities and should possess high ideals of service.

THE SCHOOL OF ENGINEERING

The School of Engineering comprises the three major Departments of Civil, Electrical and Mechanical Engineering. The work of these Departments and their various sub-divisions is described below. Due to the great demand in the South for engineering graduates who have been trained not merely as technicians, but have received also a broad cultural foundation, which permits them to assume eventually positions of administrative responsibility, the places offered to graduates of this School have, during the past two years, considerably exceeded the number of men available. Industries and public service have sought our graduates in increasing numbers, and at present the openings offered for responsible positions are beyond our capacity to fill.

DEPARTMENT OF CIVIL ENGINEERING

The Field. It is not so many years ago when civil engineering included everything pertaining to engineering except works constructed for military purposes. In recent years, however, engineering has expanded on such a vast scale that it became necessary to separate it into different fields so that now we have many other special branches of engineering such as mechanical, electrical, mining, chemical, etc.

Training. The material and industrial growth of the South is proceeding at such a rate as to require increasing numbers of men trained in designing, construction, operation, and administration relating to the control of "the great forces of nature to the use and convenience of men;" and it is for this training that the curriculum of the Civil Engineering Department is planned. This Department offers fundamental training in the various subdivisions that are usually associated with it, namely structural, highway, hydraulic and sanitary engineering. No attempt is made to specialize in any of the branches of civil engineering during the four year undergraduate engineering course. Advanced and graduate students are offered every facility for undertaking the practical solution of engineering design in such subjects as highways, bridges and structures, railways, munici-

pal, hydraulic or sanitary problems. Such students are also able to undertake research along specific lines together with the more advanced courses. For men of special ability or desirous of specializing in one of the branches of civil engineering, the Master's degree may be granted after one or two years of advanced study or research.

In highway engineering instruction is given in the location, design and construction of roads, including the investigation, testing and choice of the best road materials. This fundamental training will prepare one to become part of some important state highway commission and thus construct his part in the development of a great road system.

In the structural division a study is made of the fundamentals pertaining to the design and construction of bridges and buildings, and opportunities are given in our laboratories for the investigation of the different kinds of materials composing these structures, such as steel, concrete and timber. Large structural steel companies, bridge divisions of highway commissions and consulting bridge engineers offer attractive fields for the young graduate whose taste and talent lean toward this branch of engineering.

Municipal, hydraulic and sanitary engineering are some of the most important divisions of Civil Engineering, and under these divisions training is offered preparing young men to enter the fields of city management, water power development, city water supplies, sewage installations and public health.

The sanitary and hydraulic engineering laboratories are well equipped for making all kinds of tests on water, sewage and milk. Special opportunities are provided for experimental work in water purification and design of water and sewage treatment plants. The only experimental water and sewage treatment plants in the South are part of the laboratory equipment.

Thus it is seen that many and varied are the positions open to the trained civil engineer. But, not only must the prospective engineer seek a thorough technical education, but he must also be developed along the lines of power of personality, culture and executive ability, for the future engineer must take his place as a

leader. Positions requiring high executive ability with railroad companies, large industrial corporations, city and state commissions, government bureaus, etc., are incessantly calling for engineers of sound professional training; training that produces a high order of perfection in technique, with the idea of conserving and utilizing the natural resources of the country.

DEPARTMENT OF ELECTRICAL ENGINEERING

The work of the electrical engineer is becoming of increasing importance in almost every other branch of engineering. The application of electrical power to factories and mills has associated the electrical engineer with a field formerly pre-empted by the mechanical engineer. The electrification of mines has brought him into close contact with the problems of the mining engineer. And with the electrification of the country's great transportation systems already on the way, he has entered a field formerly monopolized by the civil and mechanical engineer. Both steam and water power developments are rendered more serviceable by the electrical engineer who takes the energy developed by coal or water and transmits it often hundreds of miles to places where it can be used to advantage.

The Field. The electrical engineering field may be divided into three classifications. The first class may be called "heavy-current engineering" in which the amount of energy involved is large, often huge. This class embraces central stations, high tension transmission of power, and electric traction, including street and inter-urban railways and main trunk-line electrification. The second class may be called "light-current engineering." The workers in this classification deal with the relatively small amounts of energy needed for electric illumination and for communication by telegraph, telephone and radio.

The third classification embraces the work of the great electrical manufacturing companies such as the General Electric, Westinghouse, and Western Electric Companies, which must design and build the apparatus needed for all kinds of electrical systems. The first two companies furnish apparatus largely

for heavy-current work, while the Western Electric Company builds and installs most of the equipment used in telephone systems.

Requirements. The qualities needed for success in electrical engineering are first of all a scientific turn of mind. Engineering is applied science and unless one has a really durable interest in scientific things he should hesitate to enter the profession. For positions in the field of design and research considerable mathematical ability is necessary, but contrary to the view sometimes held one does not have to be a mathematical prodigy in order to be a successful electrical engineer. A young man, however, who has a positive distaste for mathematics would probably find himself oriented to better advantage in some other profession. Another important quality is the power of visualization, the ability to "see things in the mind's eye." Electricity itself is still more or less of an abstract notion, and many of the concepts of electrical quantities are abstract imageries rather than such concrete realities as a book, a bridge, a piece of machinery, or a lump of ore; so the electrical engineer must be able to visualize if he is to master his subject.

Rewards. The rewards of the electrical engineer are limited only by his innate ability in his profession, by his personality and by his character. The richer financial rewards are reserved for those who possess unusual creative ability along technical or administrative lines. But the rank and file of the profession may be assured of a good living, as well as the less tangible, although equally as real, a reward of the knowledge that they are living a life of real service to their fellowmen. More specifically, the electrical engineering graduate may expect to enter the profession after graduation at salaries of from $1,300 to $1,800 a year. At the end of ten years of progressive advancement he should command a salary of $3,600 and upwards, depending on his own qualifications.

DEPARTMENT OF MECHANICAL ENGINEERING

The course in Mechanical Engineering offers a training in fundamentals, with specific lines of application after graduation

limited only by the entire field of industry. In common with the other engineering courses this training does not aim to prepare for specific vocations or positions, but provides the basic equipment for future development in the many positions necessary in the industrial world, depending in each case upon the inclination and opportunities of the individual graduate as he finds them.

The Field. Suggested lines of work open to the mechanical engineer are the following:

In the manufacturing field—

Design of machinery and mechanical appliances of all kinds.

Manufacture of machinery and articles of commerce, including management of processes of manufacture, of labor and economic conditions affecting output.

Marketing of products of the factory, the field of the sales engineer.

In the field of power production and transmission —

Design and erection of power plants.

Testing of power plants and power plant apparatus.

Operation and management of power plants.

In the heating and ventilating field—

Design and installation of heating and ventilating systems for buildings.

In the field of transportation—

Operation and management of motive power of railroads.

Design and manufacture of automobiles and aeroplanes.

SCHOOL OF LAW

Training in law leads one into fields of specific activities. The careers listed below, with brief explanation, should give a student better understanding of the nature of legal work.

General Law Practice. This includes giving legal and business advice to clients, administering estates, examining titles and the trial of both civil and criminal cases.

Judges. Legal training is a prerequisite for one who would become a judge of the Superior or Supreme Courts of the State or judge of one of the District Circuit Courts of Appeals or of the Supreme Court of the United States.

Solicitors. Their work is largely represented in the state by criminal prosecutions.

Law Teachers. This is coming to be a profession separate from the general practice. The modern law school requires that most of its teachers devote their full time to the school.

Teachers of Government. Teachers of political science are greatly aided by having had a thorough law course.

Juvenile Court Work. Men engaged in this work have to do with the correction of youthful offenders.

Clerks of Court. These men have to do with the keeping of court records.

House Attorneys for Large Corporations or Business Interests. Such persons devote their full time to the protecting and guiding the legal relations of the concerns employing them. They generally work on a salary.

Patent Attorneys. Who have to do with the procuring of patents and with the prosecuting or defending infringement suits.

Criminal Law, Corporation Law, Land Law, and International Law. These are various specialized forms of practice.

Practice in a Court of Claims. This court is one organized to entertain suits against the Federal Government. The cases prosecuted are brought by attorneys who specialize in that work.

Admiralty Practice. These men have to do with accidents and contracts incidental to shipping on the high seas.

Legislators. These men serve in the House of Representatives or Senate of the State and likewise in the Congress of the United States. Their work as law makers is greatly improved by a knowledge of the laws they presume to modify.

City Attorneys. Whose work consists in advising with reference to the business affairs of the city they represent.

Trust Officers. These men manage estates that are in process of settlement, acting generally in behalf of some bank or trust company.

Consular Service. These men are generally stationed at foreign ports and give service to Americans who are trading or visiting in that locality.

A good many study law for such occupations as banking, insurance, and the various executive positions.

The majority of this list is perhaps not exhaustive but it includes occupations for which our training prepares men. It is necessary to complete two years of regular college work before entering the Law School.

SCHOOL OF MEDICINE

Medicine has always made a strong appeal and now perhaps more than ever before. The very rapid progress during the past twenty-five years, the discoveries which have been applied to the prevention and cure of disease appeal to the imagination and stimulate a desire to enter a profession which holds out such opportunities and which will continue productive of far-reaching discoveries of great popular and humanitarian interest. Moreover the appeal is reaching more varied groups of college students. Medicine has won its place as an applied science and its purely scientific aspects are attracting students whose inclinations are in the direction of pure science. In the so-called fundamental science subjects, anatomy, physiology, bio-chemistry, bacteriology and in other less well organized subjects one may find an outlet for all of the ingenuity and energy he may possess in highly specialized scientific work.

Medical Field. The large majority of medical students have in mind the one purpose of ultimately practicing medicine, and unquestionably and properly the practice of medicine will continue to claim the largest proportion of medical graduates. There are, however, widening opportunities for medical men in public health, in laboratories of Hygiene, in teaching and research institutions, as administrative officers of hospitals, life insurance companies, large business corporations, which are finding it more and more to their advantage to care for the health of their employees, and in the army and navy.

Aside from the general practice in which one may undertake to treat "all kinds and conditions of disease", as all country and many town doctors do, there is a great variety of specialties, eye, ear, nose, throat, etc. In fact the profession is threatened with an over-specialization, against which the leaders in American medicine are now giving attention. The tendency has grown because of a not-unreasonable conviction that one can ordinarily become really expert by devoting his time and energy to a restricted field, and the demand for really expert knowledge will always exist. The choice of work within the profession is very wide and very varied.

Supply and Demand. The broadened scope of medicine is making room for an increasing number of doctors. The more exact methods are limiting the number of patients one may properly take care of, and so while the ratio of physicians to the population appears to be higher in this than in other countries, the profession cannot be said to be overcrowded. There is perhaps some congestion in the cities and larger towns, but there is an actual scarcity in the rural districts, and so long as this condition exists we may assume that there is room for more doctors.

Although it is true that during the past six years there has been a great rush of students into the medical schools, if all had been admitted the profession would have been overcrowded. Previous systematic efforts to improve medical education resulted in a great reduction in the number of schools and finally in a limitation to the number of students enrolled. One may conclude from rumors of the large numbers refused that it is a very difficult matter for students to secure admission, but upon investigation it is found that there has been room in Class A schools for all properly qualified students. The choice, however, is not always with the student.

Income. The doctor's income is never large in comparison with incomes of business men, nor do they grow rich from professional work. The practice of medicine should never be looked upon as a money-making occupation. On the whole, however, the income provides a comfortable living and for the accumulation of a small surplus which, if wisely invested, will take care of the demands of old age.

SCHOOL OF PHARMACY

Pharmacy has been defined as a field of science with the art of compounding and dispensing drugs as its important function. It is a highly specialized field, requiring special knowledge and skill, and is practiced according to distinct codes accepted by organized members of the profession. A state board examination is given for the registration of all pharmacists.

The Field. Pharmacies and drug stores employ the majority of people working in this profession. These positions range from clerks to managers and proprietors. There are other openings, however, for the trained pharmacist. Analytic laboratories are maintained by many large pharmacies which employ trained men to do clinical analysis and testing. Similar testing is done by these chemists in state, federal, and drug laboratories. Many hospitals operate pharmaceutical departments. Research work in the industries for the manufacture of vaccines, antitoxins, drugs, and medical supplies require the services of trained pharmacists. Then there is the teaching of pharmacy in professional schools. This is one of the most desirable of the opportunities named.

Training. Practically every state university has a School of Pharmacy. There are about a dozen independent Schools aside from these. A very small percentage of these Schools offer a minimum course of four years. Still more offer a minimum course of three years. The School of Pharmacy here offers both the three and four year courses. Graduate in Pharmacy, Ph.G., is given for the three year course. The B.S. in Pharmacy is conferred upon completion of the four year course.

The standard curriculum in Schools of Pharmacy includes training in chemistry, physiology, materia medica, botany, physics, bacteriology, theoretical and practical dispensing pharmacy, pharmaceutical Latin, and Pharmaceutical Law.

It might be added that many women are now entering this field. A number have taken degrees from this School.

SCHOOL OF PUBLIC WELFARE

Professional Social Work. "Social work consists of making the best adjustments possible in situations where the individual does not meet the requirements of society or society fails to fulfil its duty to the individual." Such adjustments are social work in the true sense of the word only when the adjustment is "consciously effected" by a trained individual or an agency designed for this particular purpose. Furthermore, social work is more and more coming to be recognized as a profession but it can take its place with the other professions and maintain its position only by establishing and upholding certain minimum standards and then working upward and outward from these. To qualify as a social worker one should be a graduate, usually in Liberal Arts, of a standard college or university with a graduate course in a professional school of recognized standing.

The School of Public Welfare maintains a graduate professional school where training for the following types of social work is given: Organization and supervision of public welfare in State and County Departments; organization and supervision of social agencies such as Associated Charities, Red Cross, Community Chest, Hospital Social Work, etc.; social case work in the care of the individual and the family, the physically disabled, the economically handicapped, the mentally unadjusted, the dependent, the defective and the delinquent child; supervision of institutions for dependents, defectives and delinquents; and community organization.

A practical working knowledge of the technique and methods of social case work is the foundation for the work in this field, because it is through the case method that social adjustments are made.

Courses in sociology, psychology and economics are required to prepare for these vocations. An understanding knowledge of the value of social investigation, of the necessity for keeping accurate and complete case histories, of the psychology of the individual and of the group, and of the social and economic structure of society are essential for the case worker.

Academic Work and Social Research. But the School of Public Welfare is not merely a professional school. It also equips men and women for college and university teaching in sociology and social work and prepares them to carry on and direct social research. The latter is accomplished largely through close coöperation with the Institute for Research in Social Science. Problems dealing with social structure and organization, race questions, recreational opportunities, the mill village, the need for leaders, and many others come within the scope of social research. This is an integral part of the work of the School because it is through research that the needs of the individual and of the community are learned, the facts secured for making social adjustments, and the foundation laid for a constructive program of social organization.

The School of Public Welfare is continually receiving calls, at good salaries, for well trained individuals.

ANNOUNCEMENTS

To the Secondary Schools of the State. The Bureau of Vocational Information offers the following services in connection with vocational guidance programs in the schools:

I. The University Library will lend books listed in the bibliography in this pamphlet dealing with the vocations, and will lend other material dealing with vocational guidance. Such requests should be addressed to Library Extension Service, University of North Carolina, Chapel Hill, N. C.

2. The University Library will supply bibliographies on vocational guidance for those who wish to study the theories and methods of such a program. Requests should be addressed the same as above.

3. Schools desiring to set up a vocational guidance program may secure the assistance of the Director of the Bureau, by payment of traveling expenses. Requests should be addressed to F. F. Bradshaw, Dean of Students.

4. Correspondence is invited with those schools which desire advice, but do not wish to incur the expense of a visit. Address the same as above.

5. Many city school systems are employing vocational counselors who give part, or whole, time to vocational and educational guidance of the school children. The office of the Dean of Students will be glad to assist in procuring some one qualified to do this work.

To the Employers of the State. The Bureau of Vocational Information of the office of the Dean of Students is at the service of the employers of the State, and desires to coöperate with them in bringing the college students in contact with opportunities in North Carolina. We believe that the best field of opportunity for young North Carolinians lies now in North Carolina and the South. We will welcome statements from the employers as to openings which might be of interest to college graduates, and will be glad to give any information in our possession

regarding applicants to interested employers. The same sort of service is extended to members of the professions who are interested in filling up vacancies in their ranks. Inquiries should be addressed to F. F. Bradshaw, Dean of Students, University of North Carolina, Chapel Hill, N. C.

BUREAU OF VOCATIONAL INFORMATION

This bulletin was organized and edited by the Bureau of Vocational Information. The purpose and function of the Bureau will be seen from its resources listed below. All students are invited to make use of any service this office may be able to render.

Personnel. The Bureau requires full time services of Director; part-time services of Secretary; student clerical workers when needed.

Vocational Information. The following vocational information has been assembled at this office:

Pamphlets descriptive of thirty-six different professions.

Answers to vocational questionnaires mailed to twenty-six leaders in different professions.

Twenty-one digests of professions prepared by *The Open Road Magazine.*

Six Stanford University Bulletins: *Vocational Information.*

Records. Supplementary Matriculation Cards which give name, age, father's college, mother's college, father's occupation, church affiliation, high school attended with activities, college address, financial status, course of study, vocational choice, vocational interests in case definite choice has not been made, vocational experience, studies liked best in high school, name and address of minister at home, name and address of last high school principal. This card is filled out by all new students.

Personal Interview Cards, which give name, class, vocational interests, date and result of interview.

Senior Record Cards. Each senior is invited to fill out a card in this office which shows his vocational interests, qualifications, and future plans. This is used in placement.

Tests. The results of mental alertness tests are being studied in many ways. All mental profile cards are filed at this office.

All scholastic records and others of a similar nature are secured from the Registrar and Dean of Students.

Periodicals. This office receives the following periodicals:
The *Journal* of the National Education Association.
The *Vocational Guidance Magazine.*
News-Bulletin.
The *Journal of Personnel Research.*
The *Open Road.*
American Management Review.
News-Letter (U. S. Employment Service).
Inspection News (Retail Credit Co.).
News Letter (University of North Carolina).
Commerce and Industry (University of North Carolina).

Miscellaneous Information. Bulletins of leading graduate schools.

Census Reports.
Scholarship and Fellowship Announcements.
Vocational Guidance Studies, Leaflets, and Pamphlets.
Catalogues of Publishing Houses.
Various directories and other general information.

Counsel. This office advises with students on:
The choice of a life work.
Professional training.
Graduate study.
Summer employment.
Self-help employment.
Permanent employment.
Other related topics.

In some cases students are referred to departmental heads for detailed vocational counsel. Each of the twenty-five department heads has agreed to assist in counseling.

Special Book Shelf. Approximately 160 books on Educational and Vocational Guidance are assembled on a special shelf in the lobby of the main library. Fifty or more vocations are described by these books. Duplicate call cards for these references are filed at this Bureau. Most of these books are listed in the back of this bulletin.

Placement. An effort is made to find out the wants of employers and the needs of the state for college trained men. We are also interested in placing undergraduates during vacation.

Publicity. The Bureau operates an enclosed bulletin board located just outside the postoffice.

Many issues of the *Tar Heel,* the bi-weekly college paper, carries articles of interest on Vocational Guidance.

Chapel is used to announce the movements of our work.

The Carolina Magazine, a monthly publication, carried last year an article in each issue on some profession of interest to college men.

Discussion Groups. From time to time leaders in the various fields present their professions to interested students. Fifteen or more such meetings were held last year.

On the first Tuesday of each month last year Vocational Discussion Groups were held. Six groups met throughout the day. This enabled every interested student to schedule a discussion. These meetings were principally for those students who had not made their choice of a life work.

Supervision. Our Vocational Guidance Program is supervised by the following committee:

J. F. Dashiell, Head Department of Psychology.
C. A. Hibbard, Department of English.
D. D. Carroll, Dean, School of Commerce.
H. W. Odum, Director, School of Public Welfare.
M. R. Trabue, School of Education.
F. F. Bradshaw, Dean of Students, Chairman.

REFERENCES

Below are the vocational guidance books that have been assembled in the library:

Accounting:

Duties of the Accountant—By W. B. Reynolds.

Acting:

Training for the Stage—Hornblow.
My Years on the Stage—John Drew.
Problems of the Actor—Louise Calvert.
Actor's Biographies—W. Brown and F. A. Austin.

Advertising:

Advertising as a Vocation—Allen.
Advertising Man—Calkins.
History of Advertising—Henry Sampson.

Architecture:

History of Architecture—S. F. Kimball.
Development of Prospects of Architecture—H. Van Brunt.

Art:

Art Education—H. T. Bailey.
Success in Music and How it is Won—Finck.

Banking:

Practical Problems in Banking—W. H. Hull.
Science of Business—R. H. Smith.

Chemistry:

Opportunities in Chemistry—Hendrick.
Insuring Tomorrow of the American Chemical Industry—

Civil Service:

The Federal Civil Service as a Career—L. B. K. Foltz.
How to Prepare for Civil Service—Cooper.

College Attendance:

Should Students Study?—W. T. Foster.
College Sons and College Fathers—H. S. Canby.
The College Man and The College Woman—Hyde.
College Men Without Money—Riddle.
College Life—Briggs.
Going to College—Waitman Barbe.
College and the Man—D. S. Jordan.
The Liberal College—Alexander Meiklejohn.

Universities of the World—C. F. Thwing.
Great American Universities—E. E. Slosson.
Working One's Way Through College—C. D. Wilson.
College Achievement and Vocational Efficiency—B. L. Gambrill.
Why Go to College?—C. W. Cooper.
The College Course and the Preparation for Life—Fitch.
Which College for the Boys?—Jno. Corbin.
Thru College on Nothing—Gauss.

Commerce:

Successful Man of Business—Benjamin Wood.
Success in Life—William Mathews.
Education for Business—L. S. Lyon.
Business and the Professions—R. M. Binder.
If I Were 21—W. M. Maxwell.
Business Employments—F. J. Allen.
A Handbook of Stock Exchange Laws—S. P. Goldman.
Young Man's Chances in South and Central America—W. A. Reid.
Making of an Executive—Church.

Employment Management:

The Principles of Industrial Management—J. C. Duncan.
Industrial Leadership—E. D. Jones.
Personnel Administration—Ordway Tead.
Office Management—Lee Galloway.
Industrial Education for Men Entering Trade—H. S. Person.
Captains of Industry—James Parton.
Employment Management—Daniel Bloomfield.
Hiring the Worker—R. W. Kelly.

Engineering:

Engineering as a Career—D. Van Nustrand Co.
The Engineer—Hammond.
Young Man and Civil Engineering—Swain.
Contracts in Engineering—J. I. Tucker.
Engineering as a Vocation—Ernest McCullough.
Communication (Vocational Talk)—John Mills, Western Elec. Co.

Exporting:

Export Merchandising—W. F. Wyman.
Training for Foreign Trade—R. S. MacElwee.
America and World Finance—J. H. Williams.

Insurance:

The Life Insurance Company—William Alexander.
Training for a Life Insurance Agent—W. M. Horner.

Journalism:

The Profession of Journalism—W. G. Bleyer.
Training for the Newspaper Trade—Seitz.
Making a Newspaper—J. L. Given.
The Autobiography of a Journalist—W. J. Stillman.
The Young Man and Journalism—C. S. Lord.
The Making of a Newspaper Man—S. G. Blythe.
The Newspaperman—Williams.

Law:

Young Man and The Law—Baldwin.
The Law as a Vocation—Allen.

Library Work:

Training for Librarianship—J. H. Friedel.

Marden:

Success Nuggets—O. S. Marden.
Round Pegs in Square Holes—O. S. Marden.
Pushing to The Front—O. S. Marden.
The Young Man Entering Business—O. S. Marden.
The Secret of Achievement—O. S. Marden.
Rising in the World—O. S. Marden.
He Can Who Thinks He Can—O. S. Marden.

Medicine:

Training and Rewards of the Physician—Dr. R. C. Cabot.
The Physician—Finney.

Ministry:

A Challenge to Life Service—F. M. Harris.
The Y. M. C. A. Secretaryship—Sears and Ober.
The Ministry—Slattery.
Vocations Within the Church—Crawford.

Miscellanous:

Making the Movies—Dench.
America at Work—Husband.
Textile Industry as a Vocation—G. H. Johnson.
Modern Foreman—Grimshaw.
The Romance of Modern Photography—C. R. Gibson.
Opportunities in Farming—Dean.
Interior Decoration—F. A. Parsons.
Athletic Training—M. C. Murphy.
Training of a Forester—Pinchot.
The City Manager—H. A. Toulman.
Opportunities Out of Doors—Dean.
Training for the Electric Railway Business—Fairchild.

Professions:

Vocational Guidance for the Professions—Brewster.

Real Estate:

Real Estate Management and Transfer—W. L. Jackman.

Salesmanship:

Ability to Sell—Merrill Jay Ream.
Buying—D. C. Shaw.
The Psychology of Salesmanship—W. W. Atkinson.
Export Sales Management—H. R. Tosdal.
Writing to Sell—Edwin Wildman.
Scientific Sales Management—Hoyt.
Training of a Salesman—Maxwell.
Selling Things—Marden.
The Science of Purchasing—Helen Hysell.
The Export Salesman—P. R. Mahony.

Secretarial Work:

How to be a Private Secretary—Sherwin Cody.
The Training of a Secretary—A. L. Church.

Social Service:

Education and Training for Social Work—J. H. Tufts.
Public Welfare in the U. S.—H. W. Odum.

Teaching:

The Ideal Teacher—G. H. Palmer.
Getting Ahead as a Teacher—Duke.
A Schoolmaster of the Great City—Angelo Patri.
The Teacher—Pearson.
Young Man and Teaching—Wright.

Vocational Guidance:

Careers for the Coming Men—
Young Man and the World—Beveridge.
Success Through Vocational Guidance—McKinney.
The Right Job—Blackford.
Getting a Living—Barnard.
Vocation and Learning—Hugo Munsterberg.
Profitable Vocations for Boys—Weaver and Byler.
Choosing Your Life Work—Rosengarten.
Essays on Vocation—Basil Mathews, 1st series.
Essays on Vocation—Basil Mathews, 2nd series.
Heroes of Progress in America—Chas. Morris.
Heroes of Today—Mary R. Parkman.
Americans by Adoption—Joseph Husbands.

Starting in Life—G. Fowler.
How to Get the Job You Want—W. L. Fletcher.
The Man and His Work—Vernon Kellogg.
The Making of an American—Jacob A. Riis.
From Alien to Citizen—Steiner.
A Far Journey—A. M. Richbany.
Youth, School, and Vocation—Meyer Bloomfield.
Personality—Spillman.
Your Biggest Job, School or Business—H. L. Smith.
Vocational Guidance—B. Muscio.
A Selected Critical Bibliography of Vocational Guidance—John M. Brewer.
Vocational Self-Guidance—Douglas Fryer.
The Vocational Guidance Movement—John M. Brewer.
Your Job—Whitehead.
What Can a Young Man Do?—Rollins.
How to "Make Good"—Hemingway.
Choosing a Vocation—Parsons.
Vocational Civics—Giles.
Vocation and Learning—Hugo Munsterberg.
A Guide to the Study of Occupations—F. J. Allen.
Roads of Adventure—Ralph D. Paine.
What Shall I Be?—Ernest.

Books for Women:

Women Professional Workers—E. K. Adams.
Women Workers in Seven Professions—Horley.
Careers for Women—Catherine Filene.
Vocations for Girls—Laselle & Wiley.
Vocational Guidance for Girls—Dickson.

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UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

STUDIES IN THE HISTORY OF CONTEMPORARY EUROPE

By
CHESTER P. HIGBY

A PROGRAM FOR WOMEN'S CLUBS

THE UNIVERSITY OF NORTH CAROLINA PRESS
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CHAPEL HILL, N. C.

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A WORD OF EXPLANATION

The World War proved conclusively that the United States could live to itself no longer. Though no responsible statesman ever strove harder to keep his country out of a war than President Wilson, he was forced into the great conflict in the end. For good or ill our fate is intertwined with that of the states of Europe. This situation makes it imperative for every American citizen to know something of the history and present conditions of the states of Europe. The formation of intelligent public opinions and the correct exercise of the right to vote have to be based on an intelligent understanding of the present situation in Europe.

The present set of studies attempts to furnish an introduction to some of the outstanding problems of Europe. An outline and a short list of references have been given for each paper. In most instances one of the books alone will not furnish enough material to develop the outline. Usually just enough books have been given to furnish the information needed to make an adequate presentation of the subject. Nevertheless, the purchase of less than a dozen books will insure the success of the sixteen programs.

C. P. H.

FIRST MEETING

Date..... Place.....

General Topic: Lenin and the Russian Experiment in Social Economics

Lenin and his party were orthodox socialists. They were believers in the doctrines of the founder of scientific socialism, Karl Marx. They believed in taking the land, the mines, the factories, the railroads, and the banks, and running them for the workers. They seized Russia for the express purpose of trying out their ideas.

First Paper: By.....

***Subject:* Lenin**

a. Early life.
b. Period of exile.
c. Return to Russia.
d. Seizure of power.
e. Mind and temper.

Reference for this paper:

Isaac Don Levine: *The Man Lenin.*

Second Paper: By.....

***Subject:* The Socialist Economic Experiments**

a. The peasants under communism.
b. Production under communism.
c. Labor under communism.

Some references for this paper:

Edward A. Ross: *The Russian Soviet Republic.* Chapters 29, 30, and 31.
E. W. Hullinger: *The Reforging of Russia.* Chapter 16.
Emma Goldman: *My Disillusionment in Russia.* Chapter 9.

Third Paper: By.....

***Subject:* Recent Events**

References for this paper:

Consult current papers and magazines for information.

SECOND MEETING

Date..... Place.....

General Topic: The Russian Experiments in Foreign Policy

Lenin and his followers started out as idealists in their foreign policy. They refused to continue fighting on the side of the Allies unless the allied powers would give up their plans for the partition of Turkey and Germany. When the allies refused to coöperate with them, the Bolshevist leaders began to negotiate a peace with the Teutonic powers on the basis of no annexations and no indemnities. When the Germans refused to negotiate peace on these terms the Bolsheviki simply declared the war at an end and went home. The results of the Bolshevist experiment in foreign policy were disastrous. Germany took advantage of the idealism of Lenin and his followers to seize everything in Russia that it wanted. The allies, on the other hand, would do nothing to help Russia because it had withdrawn from the war.

FIRST PAPER: By.....

***Subject:* The Bolsheviki and the Germans**

a. The principles of Bolshevist foreign policy.
b. The application of their principles at Brest-Litovsk.
c. The duplicity of Germany.

Some references for this paper:

Edward A. Ross: *The Russian Soviet Republic.* Chapters 1, 2, 3, 5, and 6.
A. L. P. Dennis: *The Foreign Policies of Soviet Russia.* Chapters 1 and 2.
C. J. H. Hayes: *A Brief History of the Great War.* Chapter 11.

SECOND PAPER: By.....

***Subject:* The Bolsheviki and the Allies**

a. The offer to continue the war.
b. The allied refusal of the Bolshevist terms.
c. Publication of the secret treaties.
d. Intervention of the Allies in Russia.

Some references for this paper:

Hayes: *A Brief History of the Great War.* Chapters 11 and 14.

Edward A. Ross: *The Russian Soviet Republic.* Chapters 4, 14, 16, 17, 18, 19, 20, 21, and 22.

A. L. P. Dennis: *The Foreign Policies of Soviet Russia.* Chapters 3, 4, 11, and 12.

THIRD PAPER: By.....

Subject: **Recent Events**

References for this paper:

Consult current papers and magazines for information.

THIRD MEETING

Date..... Place.....

General Topic: The Socialist Experiment in Administration

The Bolsheviki are entirely out of sympathy with modern ideas of democracy. They never had any intention of setting up a democratic regime in Russia. They believed in the dictatorship of the workers. Their aim was not to give the workers even what they wanted but what they ought to have. Like many reformers, Lenin actually had a contempt for the people he was trying to help.

FIRST PAPER: By.....

***Subject:* The Soviet Political System**

a. The hierarchy of soviets.
b. Position of town workers.
c. The system of voting.
d. Dictatorship of the Communist Party.

Reference for this paper:

Edward A. Ross: *The Russian Soviet Republic.* Chapter 27.

SECOND PAPER: By.....

***Subject:* The Communist Party**

a. Ideals.
b. Small numbers.
c. Weeding out of the unfit.
d. Activities.

Some references for this paper:

Edward A. Ross: *The Russian Soviet Republic.* Chapter 28.
E. W. Hullinger: *The Reforging of Russia.* Chapters 6 and 7.

THIRD PAPER: By.....

***Subject:* Recent Events**

References for this paper:

Consult current papers and magazines for information.

FOURTH MEETING

Date..... Place.....

General Topic: Some Social Experiments of Socialist Russia

Great revolutions touch the whole life of a people. Just as the French Revolution changed the political, legal, religious, social and economic institutions of France, the tone of literature, the dress of the people and their arts, so the Russian revolution is transforming the whole life of the Russian people.

FIRST PAPER: By.....

Subject: **Education, family life, and morals in Socialist Russia**

a. Education.
b. Marriage and divorce.
c. Home life in Soviet Russia.
d. Morals.

Some references for this paper:

Edward A. Ross: *The Russian Soviet Republic.* Chapter 33.
E. W. Hullinger: *The Reforging of Russia.* Chapters 13 and 14.

SECOND PAPER: By.....

Subject: **Religion and Art in Russia**

a. Attitude of Communists toward religion.
b. Policy of Communists toward the state church.
c. Literature, art and science.

Some references for this paper:

Edward A. Ross: *The Russian Soviet Republic.* Chapter 34.
E. W. Hullinger: *The Reforging of Russia.* Chapters 19, 20, and 21.

THIRD PAPER: By.....

Subject: **Recent Events**

References for this paper:

Consult current papers and magazines for information.

FIFTH MEETING

Date..... Place.....

General Topic: The New Baltic States

The recent war undid the work of many Russian statesmen. At the accession of Peter the Great, Russia had no outlet to the Baltic. As a result of the policies pursued by the great tzar and his successors, Russia gradually acquired the whole eastern coast of the Baltic. The war created a series of new states along this coast of the Baltic at the expense of Russia.

FIRST PAPER: By.....

Subject: **Finland**

a. Geographical conditions.
b. The people of Finland.
c. Relations of Finland to its neighbors.

Some references for this paper:

Isaiah Bowman: *The New World.* Chapter 22.
H. A. Gibbons: *Europe Since 1918.* Chapter 11.

SECOND PAPER: By.....

Subject: **Esthonia, Latvia, and Lithuania**

a. Esthonia and its problems.
b. Latvia and its problems.
c. Lithuania and its problems.

Some references for this paper:

Isaiah Bowman: *The New World.* Chapters 20 and 21.
H. A. Gibbons: *Europe Since 1918.* Chapter 11.

THIRD PAPER: By.....

Subject: **Recent Events**

References for this paper:

Consult current papers and magazines for information.

SIXTH MEETING

Date..... Place.....

General Topic: Poland

Modern Poland is a monument to the reality of Polish national spirit. During the last three decades of the eighteenth century Poland was partitioned between Russia, Austria, and Prussia. For a century and a quarter the governments of the three partitioning powers fought to destroy the spirit of nationalism in the hearts of their Polish subjects. In spite of all their efforts the national spirit survived. When the defeat of the central powers and the break-up of Russia made possible the revival of their national existence the Polish nation was ready to seize the opportunity.

FIRST PAPER: By.....

***Subject:* The German Frontier**

a. Danzig.
b. The Polish corridor.
c. Upper Silesia.

Some references for this paper:

Isaiah Bowman: *The New World.* Chapter 19.
C. D. Hazen: *Europe Since 1815.* Chapter 40.
H. A. Gibbons: *Europe Since 1918.* Chapter 12.

SECOND PAPER: By.....

***Subject:* The Eastern Frontier**

a. Eastern Galicia.
b. The Russian frontier.
c. The dispute with Lithuania.

Some references for this paper:

Isaiah Bowman: *The New World.* Chapter 19.
C. D. Hazen: *Europe Since 1815.* Chapter 40.
H. A. Gibbons: *Europe Since 1918.* Chapter 12.
A. L. P. Dennis: *The Foreign Policies of Soviet Russia.* Chapter 6.

THIRD PAPER: By.....

***Subject:* Recent Events**

References for this paper:

Consult current papers and magazines for information.

SEVENTH MEETING

Date..... Place.....

General Topic: Rumania

Before the war the Rumanian people were subjects of four states: Russia, Austria, Hungary and Rumania. The defeat of Austria-Hungary and the temporary disorganization of Russia made possible the consolidation of the Rumanian people under the political authority of the Rumanian state.

FIRST PAPER: By.....

***Subject:* Origin and History of the Rumanian State**

a. The mixture of Roman provincials and Slavic invaders.
b. Moldavia and Walachia under the Turks.
c. Rumania gains its freedom.
d. Rumania and the World War.

Some references for this paper:

Article on Rumania in any good encyclopedia.
Ferdinand Schevill: *The History of the Balkan Peninsula.* Chapters 23 and 31.
C. D. Hazen: *Europe Since 1815.* Chapter 41.
Isaiah Bowman: *The New World.* Chapter 15.

SECOND PAPER: By.....

***Subject:* The Problems of Greater Rumania**

a. Rumanians and Magyars in Transylvania.
b. The Jews.
c. Bessarabia.
d. The Eastern Banat.
e. The Dodrubja.

Some references for this paper:

Isaiah Bowman: *The New World.* Chapter 15.
C. D. Hazen: *Europe Since 1815.* Chapter 41.
H. A. Gibbons: *Europe Since 1918.* Chapter 15.
A. L. P. Dennis: *The Foreign Policies of Soviet Russia.* Chapter 7.

THIRD PAPER: By.....

***Subject:* Recent Events**

References for this paper:

Consult current papers and magazines for information.

EIGHTH MEETING

Date..... Place.....

General Topic: Czechoslovakia

In the Middle Ages Bohemia was of the states composing the Holy Roman Empire. During the wars of religion in Germany it lost its independence and became subject to the Habsburgs. The Slovak kinsmen of the Bohemians in Hungary never had any independent political existence. With the growth of the spirit of nationality as a result of a revival of interest in their history and literature, the Bohemians, Moravians, and Slovaks began to aspire to political unity and independence. This aspiration was achieved at the close of the World War.

FIRST PAPER: By.....

Subject: **Czechoslovaks during the World War**

a. The formation of Czechoslovak military units.
b. Plight of the Czechoclovak troops after the Russian revolution.
c. Seizure of Siberia by the Czechoslovaks.

Some references for this paper:

Edward A. Ross: *The Russian Soviet Republic.* Chapter 11.
A. L. P. Dennis: *The Foreign Policies of Soviet Russia.* Chapter 11.

SECOND PAPER: By.....

Subject: **Economic Conditions in Czechoslovakia**

a. Agriculture.
b. Coal.
c. Forestry.
d. Water power.
e. Industries.
f. Trade.

Reference for this paper:

Josef Gruber: *Czechoslovakia.*

THIRD PAPER: By.....

Subject: **Recent Events**

References for this paper:

Consult current papers and magazines for information.

NINTH MEETING

Date..... Place.....

General Topic: The Rebirth of Turkey

One of the miracles of recent European history has been the rebirth of Turkey. At the close of the war the power of the Turks was shattered. Turkey seemed completely at the mercy of the Allies. Five years later Turkey was rejuvenated and defying the great powers of Europe.

FIRST PAPER: By.....

Subject: **Mustapha Kemal Pasha: the Man**

a. Appearance.
b. Training.
c. Aims.

Reference for this paper:

Clair Price: *The Rebirth of Turkey.* Chapter 1.

SECOND PAPER: By.....

Subject: **The Problems of New Turkey**

a. Race mixture.
b. Capitulations.
c. Ottoman public debt.
d. Hostility of Greeks.

Some references for this paper:

Clair Price: *The Rebirth of Turkey.*
Isaiah Bowman: *The New World.* Chapter 26.
H. A. Gibbons: *The New Map of Europe.* Chapter 22.
C. D. Hazen: *Europe Since 1815.* Chapter 49.

THIRD PAPER: By.....

Subject: **Recent Events**

References for this paper:

Consult current papers and magazines for information.

TENTH MEETING

Date..... Place.....

General Topic: Jugoslavia

The present kingdom of Jugoslavia is a conglomeration of political divisions, racial divisions, and religions. Part of the Slovenes, Croats and Serbs were subjects of the Habsburgs. The rest were divided politically between the Turkish Empire, Serbia and Montenegro. The break-up of Austria-Hungary made possible their union in one state.

FIRST PAPER: By.....

Subject: **Religions, Peoples, and Political Divisions united in Jugoslavia**

a. Greek and Roman Catholics and Moslems.
b. Serbs, Croats and Slovenes.
c. Old political divisions.

Some references for this paper:

Isaiah Bowman: *The New World.* Chapter 14.
H. A. Gibbons: *The New Map of Europe.* Chapter 14.

SECOND PAPER: By.....

Subject: **The Adriatic Problem**

a. Italian Trieste.
b. Jugoslav Istria.
c. Importance of Fiume to Jugoslavia.
d. Promises of powers to Italy.
e. Policy of President Wilson.
f. Italy wishes to dominate the Adriatic.

Some references for this paper:

Isaiah Bowman: *The New World.* Chapter 14.
H. A. Gibbons: *The New Map of Europe.* Chapter 14.

THIRD PAPER: By.....

Subject: **Recent Events**

References for this paper:

Consult current papers and magazines for information.

ELEVENTH MEETING

Date..... Place.....

General Topic: Two English Statesmen

England has been prolific in great and remarkable men. In the last decade she had two remarkable first ministers. Mr. Lloyd George was head of the British government during the war, the peace settlement and the period of reconstruction. Ramsay Macdonald was England's first labor premier.

FIRST PAPER: By.....

***Subject:* Lloyd George**

a. Early life.
b. Struggle for political recognition.
c. War record.
d. At the Peace Conference.

Reference for this paper:

E. T. Raymond: *Mr. Lloyd George.*

SECOND PAPER: By.....

***Subject:* Ramsay Macdonald**

a. Early career.
b. War record.
c. Marriage.
d. Prime Minister.

Reference for this paper:

Iconoclast: *J. Ramsay Macdonald.*

THIRD PAPER: By.....

***Subject:* Recent Events**

a. Any interesting articles of recent happenings in connection with Lloyd George and Ramsay Macdonald.

References for this paper:

Consult current papers and magazines for information.

TWELFTH MEETING

Date..... Place.....

General Topic: Ireland

Ireland has been a thorn in the side of England for centuries. The Irish resent English rule in Ireland. Their resentment is based on three facts. The English are foreign conquerors; they hold to another religion; and they have deprived the Irish of most of the land in Ireland. Only in Ulster, where English and Scotch settlers predominate, is the population favorable to English rule.

FIRST PAPER: By.....

***Subject:* English Seizure of Ireland**

a. The Conquest of Ireland.
b. Henry VIII and Ireland.
c. The Ulster Plantations in the reign of James I.
d. Cromwell's Settlement.

References for this paper:

Article on Ireland in the *Encyclopedia Britannica* or any other good encyclopedia.

SECOND PAPER: By.....

***Subject:* The Irish Struggle for Self-government**

a. The Nationalist movement.
b. The Sinn Fein movement.
c. Civil war in Ireland.
d. The establishment of the Irish Free State.

Reference for this paper:

C. D. Hazen: *Europe Since 1815.* Chapters 24 and 28.

THIRD PAPER: By.....

***Subject:* Recent Events**

References for this paper:

Consult current papers and magazines for information.

THIRTEENTH MEETING

Date..... Place.....

General Topic: Problems of the British Empire

For four centuries England has been building up a great empire. Now the rise of nationalism among the subject peoples of the empire is confronting the leaders of the British Empire with problems of the utmost gravity.

FIRST PAPER: By.....

Subject: **Egypt**

a. The country.
b. The inhabitants.
c. The British Protectorate.
d. Rebellion in Egypt.

Some references for this paper:

C. D. Hazen: *Europe Since 1815.* Chapter 48.
Article on Egypt in any good encyclopedia.

SECOND PAPER: By.....

Subject: **India**

a. The country.
b. The people.
c. British rule.
d. The ferment in India.
e. Reform in India.
f. Passive resistance.

References for this paper:

C. D. Hazen: *Europe Since 1815.* Chapter 48.
Article on India in any good encyclopedia.

THIRD PAPER: By.....

Subject: **Recent Events**

References for this paper:

Consult current papers and magazines for information.

FOURTEENTH MEETING

Date..... Place.....

General Topic: Italy

Italy went into the war from motives of selfish interest. President Wilson thwarted some of the demands of the Italian government that were not based on principles of international justice. As a result the Italians used every means in their power to show their dislike of the man who had thwarted their desires. The close of the war found Italy in an unsettled state. The situation was marked by widespread discontent, ministerial instability, and disorder. The Fascisti movement arose out of this situation. Fascism was the remedy proposed by certain elements in the state for the troubles of Italy.

FIRST PAPER: By.....

***Subject:* Italy and President Wilson**

a. Italian participation in the War.
b. Italian demands at the peace conference.
c. Intervention of President Wilson.
d. Albania.
e. Italian disappointment.

Some references for this paper:

C. D. Hazen: *Europe Since 1815.* Chapter 5.
H. A. Gibbons: *Europe Since 1918.* Chapter 18.
Isaiah Bowman: *The New World.* Chapter 5.

SECOND PAPER: By.....

***Subject:* Fascism**

a. The chaos in Italy.
b. The Fascisti movement.
c. The Fascisti in power.

Some references for this paper:

C. D. Hazen: *Europe Since 1815.* Chapter 51.
H. A. Gibbons: *Europe Since 1918.* Chapter 18.

THIRD PAPER: By.....

***Subject:* Recent Events**

References for this paper:

Consult current papers and magazines for information.

FIFTEENTH MEETING

Date..... Place.....

General Topic: Germany

The war changed conditions in Germany tremendously. The empire lost several of its outlying provinces. The former monarchy was transformed into a republic. The army was greatly reduced. Defeat saddled Germany finally with a staggering load of reparations to pay.

FIRST PAPER: By.....

Subject: **The Terms of the Peace Treaty**

a. The territorial losses.
b. The Saar Valley.
c. Reparations.

Reference for this paper:

Isaiah Bowman: *The New World.* Chapter 10.

SECOND PAPER: By.....

Subject: **The New Government**

a. The Presidency.
b. The Parliament.
c. The Economic Councils.
d. Political parties.

Reference for this paper:

C. D. Hazen: *Europe Since 1815.* Chapter 38.

THIRD PAPER: By.....

Subject: **Recent Events**

References for this paper:

Consult current papers and magazines for information.

SIXTEENTH MEETING

Date..... Place.....

General Topic: The League of Nations

The League of Nations is the most important institution produced by the war. The League was created to give the nations of the world organization and mutual confidence in place of anarchy and distrust.

FIRST PAPER: By.....

Subject: **The Need for World Organization**

a. International anarchy in 1914.
b. The insistence of the United States on world organization.

Reference for this paper:

S. P. Duggan: *The League of Nations.* Chapter 1.

SECOND PAPER: By.....

Subject: **The Organization of the League of Nations**

a. The Secretariat.
b. The Permanent Court.
c. The Council.
d. The Assembly.

Reference for this paper:

C. D. Hazen: *Europe Since 1815.* Chapter 52.

THIRD PAPER: By.....

Subject: **Recent Events**

References for this paper:

Consult current papers and magazines for information.

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Schevill, Ferdinand. The History of the Balkan Peninsula. $5.00. Harcourt Brace. (7).

TERMS FOR THE COURSE

The registration fee for the course, STUDIES IN THE HISTORY OF CONTEMPORARY EUROPE, is $7.00, for which ten copies of the program will be supplied and references will be loaned to each club member upon request. Additional copies of the program are fifty cents each. The books used in the course may be ordered through the Extension Division at the prices quoted in the bibliography in this program. It is suggested that each club registering for the course buy copies of the books when possible, especially those that contain reference material covering a number of meetings.

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THE LOAN OF BOOKS

Material for this course will be loaned by the Extension Division upon the following terms: The club must first register and pay the required fee to the Women's Clubs Section, or individual members must send in twenty-five cents with each request. The secretary should order material at least two weeks before it is to be used. Requests for books by return mail will be attended to, but no guarantee is made that they will reach their destination in time to be of use.

Books and other material must be returned not later than two weeks from the date received. Upon request, the time on books will be extended one week, provided the club registration number and the date stamped in book are given. The club is subject to a fine of five cents a day on each package kept over two weeks.

Transportation charges both ways are borne by the club. This charge includes postage and packing.

Address all correspondence concerning this program to

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V. Community Drama: Guidance and direction in the writing and production of community plays, pageants, home chautauquas, and festivals. Write for list of bulletins. Field representative available.

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VII. Community Music: Leadership for community sings. Formation of community choruses. Lectures on public school and community music. Piano and organ recitals and other music programs.

VIII. Visual Instruction: Lantern slide sets for loan to schools, community organizations, clubs and individuals. Write for list of subjects.

IX. Municipal Information and Research: For use in studying and drafting city, town, village, and county legislation.

X. Economic and Social Surveys: Of counties and communities for use by them in efforts to improve their economic and social conditions. Information about economic, social and civic conditions in the State and Nation. *University News Letter* weekly free of charge.

XI. Recreation and Community Organization: Promotes community organization. Recreational programs and lectures. Laying out playgrounds. Equipment. Recreational activities. Play institutes. Recreational bulletins, leaflets, and aids. Home chautauquas. Field day programs. County and local fairs. Field representative available.

XII. High School Debating and Athletics: Annual state-wide contests in high school debating, academic subjects, and all branches of athletics.

XIII. Design and Improvement of School Grounds: Designs and planting plans for grounds of schools, churches, and charitable institutions. Write for list of bulletins.

XIV. Educational Service and Research (the School of Education): Educational test and measurement supplies and assistance. School surveys. Advice and counsel with reference to school buildings, equipment, and general administrative problems.

6

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

STATE PROPERTY TAX TO AID IN THE SUPPORT OF AN EIGHT-MONTHS' SCHOOL TERM

Debate Handbook

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.

State Property Tax to Aid in the Support of an Eight-Months' School Term

HISTORY AND PURPOSE

The High School Debating Union was organized among the secondary and high schools of North Carolina by the Dialectic and Philanthrophic Literary Societies of the University during the school year 1912-13. It was organized to encourage debating in a definite, systematic fashion among North Carolina high school students. The query of that year was, RESOLVED, *That the Constitution of North Carolina should be so amended as to allow women to vote under the same qualifications as men.* Ninety schools took part in the state-wide debate on February 22, 1913. Sixteen schools won both debates and sent their teams to Chapel Hill for the final contest. The Pleasant Garden High School, of Guilford county, represented by Messrs. Grady Bowman and S. C. Hodgin, on the affirmative side, was the winner in the final contest on March 7, 1913, and accordingly was awarded the Aycock Memorial Cup.

THE CONTEST OF 1913-1914

During the school year of 1913-14 the High School Debating Union moved onward with splendid success. It received the additional support of the University Extension Division, in order to insure its permanence and enlarge its usefulness and scope. Everywhere, all over the state, it was recognized as a definite, big part of the University's effort to bring itself into a helpful relation with every community and every person in North Carolina. One hundred and fifty schools enrolled in the Union and took part in the triangular debates on March 20, 1914. Forty-one schools won both of their debates and sent their teams, numbering 164 debaters, to Chapel Hill to compete in the final contest. Before an audience of 2,000 in Memorial Hall, on April 3, 1914, the Winston-Salem High School, represented by Messrs. Charles Roddick and Clifton Eaton, on the negative side, won the final contest and was awarded the Aycock Memorial Cup. The query was, RESOLVED, *That the Constitution of North Carolina should be so amended as to allow the Initiative and Referendum in state-wide legislation.*

THE CONTEST OF 1914-1915

The contest of 1914-15 was the most successful which had yet been held. Two hundred and fifty schools in 90 counties became members of the Union. Representing them, 1,000 student-debaters spoke, March 26, before large audiences in cities, towns, and rural communities all over North Carolina, on the query, RESOLVED, *That the United States should*

adopt the policy of subsidizing its Merchant Marine engaged in foreign trade. Fifty schools won both debates and sent their teams to Chapel Hill to compete in the final contest. Before another splendid audience in Memorial Hall, on April 9, 1915, the Wilson High School, represented by Misses Lalla Rookh Fleming and Ethel Gardner, on the negative side, won and was awarded the Aycock Memorial Cup.

THE CONTEST OF 1915-1916

Three hundred and twenty-five schools, represented by 1,300 debaters, enrolled in the Union during the fall of 1915 for a great state-wide debate, March 31, 1916, on the query, RESOLVED, *That the United States should adopt the policy of greatly enlarging its Navy.* Sixty-eight schools won both debates and sent their teams to Chapel Hill to compete in the final contest. The Aycock Memorial Cup was won, on April 14, 1916, by Miss Myrtle Cooper and Boyd Harden, speakers on the affirmative for the Graham High School. Five hundred visitors came to Chapel Hill for the final contest of the High School Debating Union and the other features of High School Week.

THE CONTEST OF 1916-1917

The query which was discussed in the fifth annual contest of the High School Debating Union was, RESOLVED, *That the Federal Government should own and operate the railways.* The state-wide contest on March 31, 1917, was participated in by 1,324 student-debaters, representing 331 schools. Seventy-four schools won both debates and sent their representatives to Chapel Hill to compete in the final contest. Messrs. Vinson Smathers and Roy Francis, affirmative speakers of the Waynesville High School, were victorious from the total number of 296 debaters present, and were awarded the Aycock Memorial Cup, the final debate being held in Memorial Hall on April 20, 1917, before an audience which taxed to the utmost the hall's capacity. The number of visitors coming to the University for the exercises of High School Week was six hundred.

THE CONTEST OF 1917-1918

The sixth contest centered around the query, RESOLVED, *That Congress should enact a law providing for the compulsory arbitration of industrial disputes.* The finals were held at Chapel Hill on April 11 and 12, 1918, when 66 schools, with 246 debaters, participated. This was probably one of the most spirited and hotly contested debates ever held on the Hill. From first to last the good sportsmanship of every one was a matter of most favorable comment. Thomas Burton and Will Anderson, representing the Wilson High School, on the negative side, won the decision and carried the Aycock Memorial Cup back to Wilson for the second time, Wilson having won the 1915 contest. The enrollment of schools in the sixth annual contest was 300.

THE CONTEST OF 1918-1919

The query which was discussed in the seventh annual contest of the High School Debating Union was, Resolved, *That the United States Government should adopt a policy requiring one year of military training of all able-bodied men before they reach the age of 21.* One hundred and eighty schools in seventy-five counties took part in the state-wide discussion on this subject on April 4, 1919. Forty-one schools won both of their debates and sent their teams, numbering 164 debaters, to the University to participate in the final contest for the Aycock Memorial Cup. Miss Aura Holton and Leo Brady, representing the Durham High School, on the negative side, were successful in winning the award of the Aycock Memorial Cup in the final debate held in Memorial Hall on May 2, 1919.

THE CONTEST OF 1919-1920

Two hundred high schools participated in the eighth annual contest of the High School Debating Union. The query was, Resolved, *That the United States should adopt a policy of further material restriction of immigration.* Forty-four high schools won both debates and sent their teams, numbering 176 debaters, to the University to participate in the final contest for the Aycock Memorial Cup. Arthur Kale and Clifton Ervin, of the Asheville High School, representing the affirmative side of the query, won the award of the Aycock Memorial Cup in the final debate held in Memorial Hall on April 23, 1920.

THE CONTEST OF 1920-1921

Two hundred high schools took part in the ninth annual contest of the High School Debating Union. The query was, Resolved, *That the policy of collective bargaining through trade unions should prevail in American industry.* Fifty schools won both debates and sent their teams, numbering two hundred debaters, to the University for the finals. Ludlow Rogers and Miss Eunice Hutchins, of the Durham High School, representing the negative side of the query, won the award of the Aycock Memorial Cup in the final debate held in Memorial Hall on April 15, 1921.

THE CONTEST OF 1921-1922

The query discussed by the two hundred and fifty high schools taking part in the tenth annual contest of the High School Debating Union was, Resolved, *That the United States should enter the League of Nations.* Sixty schools won both of their triangular debates and sent their teams, numbering 240 debaters, to the University to compete in the final contest for the Aycock Memorial Cup. Linwood Hollowell and Freeman Twaddell, of the Durham High School, representing the negative side of the query, won the award of the Aycock Memorial Cup

in the final debate held in Memorial Hall on April 7, 1922. Since the Durham High School was victorious in the final debates both in 1921 and 1922, this school came into permanent possession of the first Aycock Memorial Cup, the trophy given to the High School Debating Union in 1913 by the inter-collegiate debaters of the University of North Carolina.

THE CONTEST OF 1922-1923

Two hundred and fifty high schools took part in the eleventh annual contest of the High School Debating Union. The query was, RESOLVED, *That Congress should provide for the enforcement of decisions of the Railroad Labor Board.* Sixty schools won both debates and sent their teams, numbering 240 spcakers, to the University to compete in the final contest. Misses Ellen Mellick and Mary Dozier, of the Elizabeth City High School, representing the negative side of the query, won the award of the second Aycock Memorial Cup in the final debate held in Memorial Hall on April 13, 1923. The contest of this year was regarded as highly successful in all respects.

THE CONTEST OF 1923-1924

The query which was discussed by the 250 high schools taking part in the twelfth annual contest of the High School Debating Union was, RESOLVED, *That the inter-allied war debts should be cancelled.* Seventy-one high schools won both debates and sent their teams, numbering 284 speakers, to the University to compete in the final contest. Miss Catherine Ware and Fred Carr, of the Wilson High School, representing the affirmative side of the query, won the award of the Aycock Memorial Cup in the final debate held in Memorial Hall on April 11, 1924. The contest of this year was regarded as very successful.

THE CONTEST OF 1924-1925

Two hundred and thirty-five high schools took part in the thirteenth annual contest of the High School Debating Union on the query, RESOLVED, *That North Carolina should ratify the port terminals and water transportation act.* Miss Catherine Ware and Fred Carr, of the Wilson High School, representing the negative side of the query, won the award of the Aycock Memorial Cup in the final debate held in Memorial Hall on April 10, 1925. Since the Wilson High School was victorious in the final debates both in 1924 and 1925, this high school came into permanent possession of the second Aycock Memorial Cup, the trophy given to the High School Debating Union in 1923 by the inter-collegiate debaters of the University of North Carolina. The contest of 1924-25, which revolved around a question of interest throughout the state and one on which the voters of the state had taken a referendum in the fall of 1924, takes high rank among all the debates which have been held since the movement was inaugurated.

THE QUERY FOR 1925-1926

The query which will be discussed this year by the schools having membership in the High School Debating Union is, Resolved, *That North Carolina should levy a state tax on property to aid in the support of an eight-months' school term.* This subject will involve a careful study of the state school system of North Carolina and the advantages and facilities which it affords and will also involve a study of the state's taxing system. North Carolina has not levied a state tax on property since the close of the calendar year 1920. It is felt that high school debaters in the state will derive considerable benefit from a careful study and a discussion of this subject relating to the eight-months' school term and the state tax on property. The committee hopes that this year's contest may be of profit not only to all who take part in the debates but to all who hear the debates as well.

REGULATIONS

1. The Dialectic and Philanthrophic Literary Societies and the University Extension Division of the University of North Carolina will suggest a query, to be discussed on a given date by the schools entering the Union.

2. All secondary schools of North Carolina, however supported, offering regularly organized courses of study above the seventh grade, and not extending in their scope and content beyond a standard high school or secondary school course, shall be eligible for membership in the High School Debating Union.

3. Schools accepting this offer and thus becoming members of the Union shall be arranged into groups of three for a triangular debate, the status and standards of the schools, their proximity, accessibility, and convenience of location to be considered in forming the groups.

4. Each school of each triangular group shall agree to furnish two debating teams of two members each, the one to uphold the affirmative side of the query, and the other to defend the negative side.

5. The members of the debating teams must all be bona fide students of the schools they represent. To be bona fide students, they must be in regular attendance at the time of the debate, and they must have been in regular attendance for at least 30 per cent of the school year up to and including the date of the debate, and must have made passing grades on a majority of the studies in some regularly organized course of study.

6. No post-graduate of a school—that is, no student who has already finished a four-year high school course shall be eligible to represent his school in the contests. This shall not serve, however, to debar those students who are in the upper classes in school systems modeled after the junior-senior plan, unless these students have already been gradu-

ated from, or awarded diplomas by, the schools which they are now attending or other high schools. If such students have been graduated already, or awarded diplomas, they are, of course, ineligible to compete.

7. The teams on the affirmative shall debate at home and the teams on the negative shall visit. There is no objection, however, to the debates of any triangle being held on neutral grounds, provided that the plan for holding the debates on neutral grounds has been agreed to beforehand by all the schools which are concerned in the given triangle.

8. The schools themselves shall select and agree upon the judges of the local contests.

9. Each speaker shall have twenty minutes at his disposal, not more than fifteen of which shall be used in the first speech.

10. In the debates of the High School Debating Union, the order of speakers in the first speeches shall be: affirmative, negative, affirmative, negative. The order of speakers on rejoinder shall be: affirmative, negative, affirmative, negative. It is understood, however, that there is no objection to a reversal of this order of speakers on rejoinder in any given local debate, provided that such a reversal of order shall have been definitely agreed to beforehand by responsible authorities of both schools which are concerned in the given local debate.

11. The schools which shall win both of their debates shall be entitled to send their teams to the University to compete in the final contest for the Aycock Memorial Cup. It is understood, however, that the committee may arrange for a second triangular contest between the winning schools throughout the state prior to the final contest at the University, should this plan appear to be necessary under the circumstances. In this case only those schools whose teams should win both debates in the second contest would be entitled to representation at Chapel Hill.

12. In the event that one school of a triangle drops out and the committee at Chapel Hill is unable to secure a school to take its place, then the two teams remaining shall debate one another, each sending a team on the negative to the other.

13. In the event that two schools of a triangle drop out of the Union and the committee is unable to secure schools to take their places, then the remaining school shall be declared the winner over the others, by their default.

14. The school having the strongest team on the affirmative side of the query and the school having the strongest team on the negative side shall be entitled to contest publicly in Memorial Hall at the University for the Aycock Memorial Cup. (The strongest team on each side of the query is to be determined by means of preliminary contests in debate at Chapel Hill.)

15. The school which shall win the debate, thus finally held, shall have its name inscribed on the Aycock Memorial Cup, together with the names of its two winning representatives.

16. Any school which shall win in the final contest for two years in succession shall have the cup for its own property.

17. All contestants are expected to prepare their own speeches with legitimate assistance of the teachers, principals, or superintendents in their school systems. Legitimate assistance is interpreted to mean oral advice, suggestions, discussions, and criticism.

SUGGESTIONS AS TO JUDGES

1. The judges should be disinterested parties to the success of either team, and, so far as possible, should be non-local.

2. They should sit apart during the debate.

3. They should judge the contest as a debate, and at its conclusion without consultation should vote "Affirmative" or "Negative" on the merits of the debate. They should not consider the merits of the question.

4. Each judge should sign and seal his vote and deliver it, through an usher, to the presiding officer who should publicly open the votes and announce the decision.

5. Before the debate begins a copy of these suggestions should be given to each judge for his guidance.

ORIGINALITY OF DEBATES

The High School Conference in session at Chapel Hill during the summer of 1916 recommended, "that the principals of the schools in the various triangles be urged to take some steps among themselves looking toward the originality of the debates." The committee realizes that "the debate which a speaker produces should be his very best; but it should under no circumstances be better than his best; that the success of the Union will be seriously hindered unless in each instance the speech of a debater represents his own individual work. It wishes, therefore, to ask the principals to give this matter their very careful consideration and to note particularly Regulation No. 17. In cases where necessary, the principals in the various triangles should take such action among themselves as they deem necessary. Great care should be taken by all means to see to it that wherever a speaker uses any quoted material, proper credit is given in his speech to the source from which the quotation was derived.

For further information, address

E. R. Rankin,

Secretary, High School Debating Union, Chapel Hill, N. C.

QUERY

Resolved, *That North Carolina should levy a state tax on property to aid in the support of an eight-months' school term.*

Explanations and Limitations

In the debates of the High School Debating Union it is distinctly understood that all question as to the constitutionality of the proposed measure or measures will be waived.

Also, for the purpose of uniformity and definiteness of issue in the debates of the High School Debating Union, the following five explanations and limitations of the meaning of the query stated above are distinctly set down. It will be incumbent on the affirmative teams to uphold and maintain the following five explanations and limitations of the query; and it will be incumbent on the negative teams to attack these explanations and limitations, either in whole or in part.

1. It is understood that the statement of the query as given above contemplates that North Carolina should have a minimum public school term of eight months.

2. It is understood that the statement of the query as given above contemplates that North Carolina should have state supervision and control of the assessment of all property for taxation, under the following agencies: The present state board of assessments, with enlarged powers, or some other similar board, ten to fifteen district supervisors appointed by the state board, and various county supervisors or assessors appointed by the boards of commissioners of the various counties and approved by the state board; the state board to have power to raise or lower valuations and the state board to be final authority in all matters of assessment.

3. It is understood that the statement of the query as given above contemplates that the General Assembly of North Carolina should levy a state ad valorem tax on real property and personal property to assist in the raising of an equalizing fund for distribution among the counties in accordance with their educational need and economic ability, under the plan as further outlined in limitation 4 below. Out of a total equalizing fund of approximately six million dollars which would be required, it is understood that the statement of the query as given above contemplates that approximately four million dollars would be raised from this state ad valorem property tax.

4. It is understood that the statement of the query as given above contemplates that all counties, save the county which could meet with the lowest county tax rate its own entire eight months school program on the basis of teachers' salaries according to the state salary schedule

and for the number of teachers allowed by law, should share in the equalization fund for the maintenance of teachers' salaries for the eight months term according to the state salary schedule and for the number of teachers allowed by law, under the plan outlined below:

(a) The need of each county for maintaining in the county the eight months school term on the basis of teachers' salaries according to the state salary schedule and for the number of teachers allowed by law, would be ascertained.

(b) The burden which meeting its need completely would place upon the ablest county would be ascertained.

(c) Each county would be required to levy the same county tax rate for the purpose of maintaining in the county the eight months school term on the basis of teachers' salaries according to the state salary schedule and for the number of teachers allowed by law that the ablest county would have to levy in order to carry its own entire eight months school term on the basis of teachers' salaries according to the state salary schedule and for the number of teachers allowed by law.

(d) The difference between (a) and (c) equals the amount each county would be entitled to draw from the equalizing fund; and the sum total of these amounts represents the size of the equalizing fund to be provided by the state.

5. It is understood that the statement of the query as given above contemplates that these various measures, which are proposed in these explanations and limitations, should be adopted by North Carolina within the next three or four years.

General References

DIGEST OF STATE LAWS RELATING TO TAXATION AND REVENUE

The Bureau of the Census of the Department of Commerce, Washington, D. C., issued in 1923 a digest of the laws relating to taxation and revenue in the different states and the district of Columbia, which digest was prepared in connection with the decennial investigation on wealth, debt and taxation. This digest covers the various state laws which were in force at the close of the calendar year 1922. Summarizations from the digest follow:

Alabama levies for state purposes a general property tax, corporation taxes and state license taxes. Alabama does not levy an inheritance tax, nor an income tax.

Arizona levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Arkansas levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

California does not levy for state purposes a general property tax unless other sources of revenue prove insufficient. California levies for state purposes an inheritance tax, corporation taxes and state license taxes. The constitution of California authorizes the imposition of income taxes, though no legislation to that effect has been enacted.

Colorado levies for state purposes a general property tax, an inheritance tax and state license taxes, but does not levy special corporation taxes nor an income tax.

In Connecticut the general property tax is primarily a town tax, but the state may have recourse thereto by vote of the general assembly. Connecticut levies for state purposes an inheritance tax, corporation taxes and state license taxes. Connecticut does not levy an income tax, generally speaking, though the state does levy an income tax on certain corporations and on mercantile and manufacturing establishments.

Delaware has not formally surrendered its right to impose a general property tax, but this tax is not used at present. Delaware levies for state purposes an inheritance tax, corporation taxes, state license taxes and an income tax.

The District of Columbia levies a general property tax, corporation taxes and annual license taxes. There are no inheritance nor income taxes levied by the District of Columbia.

Florida levies for state purposes a general property tax and state license taxes. Florida levies corporation taxes only on express companies, sleeping car companies, railroads and insurance companies. Florida does not levy an inheritance tax nor an income tax.

Georgia levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Idaho levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Illinois levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Indiana levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Iowa levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Kansas levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Kentucky levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Louisiana levies for state purposes a general property tax, an inheritance tax and state license taxes, but does not levy an income tax.

Maine levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Maryland levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Massachusetts levies for state purposes a general property tax, an inheritance tax, corporation taxes, state license taxes and an income tax.

Michigan levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Minnesota levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Mississippi levies for state purposes a general property tax, an inheritance tax, corporation taxes, state license taxes and an income tax.

Missouri levies for state purposes a general property tax, an inheritance tax, corporation taxes, state license taxes and an income tax.

Montana levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Nebraska levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Nevada levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

New Hampshire levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

New Jersey levies a general property tax for school purposes only. New Jersey levies an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

New Mexico levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

New York levies for state purposes a general property tax, a transfer or inheritance tax, corporation taxes, state license taxes and an income tax.

North Carolina does not levy for state purposes a general property tax. North Carolina levies for state purposes an inheritance tax, corporation taxes, state license taxes and an income tax.

North Dakota levies for state purposes a general property tax, an inheritance tax, corporation taxes, state license taxes and an income tax.

Ohio levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Oklahoma levies for state purposes a general property tax, an inheritance tax, corporation taxes, state license taxes and an income tax.

Oregon levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

In Pennsylvania property subject to taxation for state purposes is limited to certain classes of intangible personalty and vehicles for hire. Pennsylvania levies for state purposes an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Rhode Island levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

South Carolina levies for state purposes a general property tax, an inheritance tax, corporation taxes, state license taxes and an income tax.

South Dakota levies for state purposes a general property tax, an inheritance tax, special taxes on insurance companies and state license taxes, but does not levy an income tax.

Tennessee levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Texas levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Utah levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Vermont levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

Virginia levies for state purposes a general property tax, an inheritance tax, corporation taxes, state license taxes and an income tax.

Washington levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

West Virginia levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax. West Virginia does levy a gross sales tax.

Wisconsin levies for state purposes a general property tax, an inheritance tax, corporation taxes, state license taxes and an income tax.

Wyoming levies for state purposes a general property tax, an inheritance tax, corporation taxes and state license taxes, but does not levy an income tax.

THE REVENUE ACT OF 1925

Summarizations and excerpts from the Revenue Act enacted by the General Assembly of North Carolina at its 1925 session to raise funds for state purposes follow:

Section 3 of schedule A of the Revenue Act reads as follows:

"No tax on any property in the state shall be levied for any of the uses of the state government. The taxes hereinafter levied in this act are for the expenses of the state government, the appropriations to its educational, charitable, and penal institutions, pensions for Confederate soldiers and widows, the interest on the debt of the state, an equalizing fund for public schools, and other specific appropriations made by law, and shall be collected and paid into the general fund of the state treasury."

Schedule AA of the Revenue Act has to do with the inheritance tax levied by the state of North Carolina and with the rates which obtain

in regard to this tax. The rates vary in accordance with the relationship of the beneficiary to the decedent.

Schedule B of the Revenue Act deals with the license taxes which are charged for the carrying on of a great many businesses and professions in the state.

Schedule C of the Revenue Act provides for a franchise tax both on domestic and foreign corporations and provides for a privilege tax on railroads and other public utilities, on express companies, telegraph companies and telephone companies.

Schedule D of the Revenue Act has to do with the income tax. The income tax is at present the leading source of revenue for the general treasury of the state.

Article II of Schedule D has the following to say regarding the income tax on individuals:

"A tax is hereby imposed upon every resident of the state, which tax shall be levied, collected and paid annually with respect to the net income of the taxpayer as herein defined, and upon income earned within this state of every non-resident having a business or agency in this state, computed at the following rates, after deducting the exemptions provided in this act:

"On the excess over the amount legally exempted up to twenty-five hundred dollars, one and one-quarter per cent.

"On the excess above twenty-five hundred dollars and up to five thousand dollars, two per cent.

"On the excess above five thousand dollars and up to seven thousand five hundred dollars, two and three-quarters per cent.

"On the excess above seven thousand five hundred dollars and up to ten thousand dollars, three and one-half per cent.

"On the excess above ten thousand dollars and up to fifteen thousand dollars, four and one-half per cent.

"On the excess over fifteen thousand dollars, five per cent."

Article II of schedule D has the following to say regarding the income tax on corporations and regarding the income tax on railroads and public service corporations:

"Every corporation organized under the laws of this state shall pay annually an income tax, equivalent to four per cent of the entire net income as herein defined, received by such corporation during the income year; and every foreign corporation doing business in this state shall pay annually an income tax equivalent to four per cent of a proportion of its entire income to be determined according to the following rules:

[NOTE: For further information in this connection, see pages 72-75 of the Revenue Act of 1925.]

THE MACHINERY ACT OF 1925

Article II of the Machinery Act as passed by the General Assembly at its 1925 session has the following to say, in part, relative to the state board of assessment and its duties and powers:

"Section 3. The commissioner of revenue, attorney-general and chairman of the corporation commission are hereby created the state board of assessment, with all the powers and duties prescribed by this act. The commissioner of revenue shall be the chairman of the board and shall, in addition to presiding at the meeting, exercise the functions of the said board when the said board is not in session. The said board is authorized to employ such clerical assistance as may be needed and fix the compensation thereof.

"Section 4. The members of said board shall take and subscribe to the constitutional oath of office, to be filed with the Secretary of State.

"Section 5. It shall be the duty of said board, and they shall have power and authority to have general supervision of the system of taxation throughout the state.

1. To confer with and advise assessing officers as to their duties under this act, and to institute proper proceedings to enforce the penalties and liabilities provided by law for public officers, officers of corporations, and individuals failing to comply with this act; and in the execution of these powers the said board may call upon the attorney-general or any prosecuting attorney in the state to assist said board, and any person or officer who fails or refuses to comply with any lawful order of the state board of assessment shall be subject to a penalty or forfeiture of one hundred dollars, the same to be imposed by order of said board of assessment, and in addition, any such person or officer so offending shall be liable to punishment by said board as for contempt.

"2. At least thirty days previous to the date fixed for listing taxes, to prepare a pamphlet for the instruction of tax assessors. Said pamphlet shall, in as plain terms as possible, explain the proper meaning of the tax laws of the state, and shall call particular attention to any points in the administration of the laws which have seemed to be overlooked or neglected. The said board shall advise the assessors as to the practical working of the laws, and explain any points which seem to be intricate and upon which assessors may differ.

"3. To receive complaints as to property liable to taxation that has not been assessed or of property that has been fraudulently or improperly assessed through error or otherwise, and to investigate the

same, and to take such proceedings and to make such orders as will correct the irregularity complained of, if found to exist. The said board shall constitute a state board of equalization of valuation and taxes. In case it shall be made to appear to the board that any tax-list in any county in the state is grossly irregular, unlawfully or unequally assessed, it shall be the duty of the board to correct such irregularities and to equalize the valuations of property, in a particular county, upon complaint to it of particular taxpayers, or upon its own initiation, under rules and regulations prescribed by it, not inconsistent with this act.

"4. The said board or chairman thereof may take such action and do such things as may appear necessary and proper to enforce the provisions of this act.

"5. To require from any registers of deeds, auditors, clerks of courts, mayors and clerks of cities or towns, or any other officer in this state, on forms prescribed by said board of assessment, such annual or other reports as shall enable said board to ascertain the assessed valuations of all property listed for taxation throughout the state under this act, the amount of taxes assessed, collected and returned delinquent, and such other matters as the board may require to the end that it may have complete and statistical information as to the practical operation of this act; that every such officer mentioned in this section who shall wilfully neglect or refuse to furnish any report required by the said board for the purpose of this act, or who shall wilfully and unlawfully hinder, delay or obstruct said board in the discharge of its duties, shall forfeit and pay one hundred dollars for each offense to be recovered in an action in the name of the state. A delay of thirty days to make and furnish such report shall raise the presumption that the same was wilfully.

[NOTE: For further information in this connection, see pages 98 and 99 of the Machinery Act of 1925.]

Article III of the Machinery Act has to do with the manner of listing and assessing property in the various counties. This article reads in part as follows:

"Section 42. Machinery for listing personal property.

"The board of county commissioners of each county shall on the first Monday in April in each year meet and appoint a resident freeholder as county supervisor. In those counties which have an auditor, tax clerk, all-time county chairman, or other similar official such auditor, tax clerk, all-time county chairman, or other similar official shall be the supervisor. The county supervisor may have general supervision of the assessment of all personal property for taxation in his respective county. He shall appoint an assistant for each town-

ship. In townships in which there are located cities and towns and townships having an unusually large proportion of property in the county, more than one assistant supervisor may be appointed. In the quadrennial periods herein provided for the assessment of real estate, the same machinery and officials who are hereinafter appointed to assess the real estate shall at the same time by the same method assess the personal property.

"Section 43. The county supervisor and assistants shall meet together at the court house on the first Monday in May for general consideration of methods of securing a complete list of all personal property, tangible and intangible, and of valuing in an equal manner in the several townships and the different classes of personal property to be listed. They shall begin the work of listing and assessing on Tuesday after the first Monday in May in each year, and shall complete the same as early as practicable.

"Section 44. Duties of township list-taker and assessor as to assessing and listing property.

"Each township list-taker and assessor appointed under the authority of this act shall advertise in five or more public places within the township not later than the twentieth day of April, notifying all taxpayers to return to him all real and personal property which each taxpayer shall own on the first day of May, and said return shall be made to the list-taker during the month of May under the pains and penalties imposed by law, and naming the times and places at which he will be present to receive tax lists. The township list-taker and assessor shall obtain from each taxpayer a full, complete and detailed statement of each and every piece and kind of property, real, personal, and mixed, which said taxpayer shall own on the first day of May, together with, as near as possible, the true value in money of all such property owned by him, or them, or which may be under his or their control as agent, guardian, administrator, or otherwise, and which should be listed for taxation; and it shall be the duty of said township list-taker and assessor to ascertain by visitation, investigation, or otherwise the actual cash value in money of each piece or class of property in his township, and to list such property at its actual value for taxation. He is hereby authorized and empowered to administer oaths in all cases necessary to obtain full and correct information concerning any taxable real and personal property in his township.

"Section 48. Defining actual value in money.

"The intent and purpose of the tax laws of this state is to have all property and subjects of taxation assesed at their true and actual value in money, in such manner as such property and subjects are usually sold, but not by forced sale thereof, and the words "market

value" or "true value," whenever in the tax laws, shall be held and deemed to mean what the property and subjects would bring at cash sale when sold in such manner as such property and subjects are usually sold.

"Section 50. County board of equalization.

"The board of county commissioners shall constitute the board of equalization in each county, and shall meet the second Monday in July in each year. The board may adjourn from day to day while engaged in the equalization of property, but shall complete all work on or before the first Monday in each August. Said board shall equalize the valuation so that each tract or lot of land or article of personal property shall be entered on the tax list at its true value in money, and for this purpose they shall observe the following rules: (1) They shall raise the valuation of such tracts or lots of real or articles of personal property, except such as are specifically exempt by law, as in their opinion have been returned below their true value, to such price or sum as they may believe to be the true value thereof; (2) they shall reduce the valuation of such tracts and lots or articles of personal property as in their opinion have been returned above their true value, as compared with the average valuation of real and personal property of such county.

[For further information in this connection, see pages 121-124 of the Machinery Act.]

THE PUBLIC SCHOOL LAW

Excerpts from the Public School Law of North Carolina, Codification of 1923, follow:

Section 37. Number of teachers permitted in each elementary school. The county board of education in apportioning the public school fund for the maintenance of a six months school term, is authorized to provide for more than one teacher in the elementary schools as follows:

In a school where, during the preceding school year the average number of children attending such school daily was not less than thirty pupils, funds may be apportioned for paying the salaries of two teachers; and in a school where, during the preceding school year, the average number of children attending such school daily was not less than sixty-five pupils, funds may be apportioned for paying the salaries of three teachers; and in schools where, during the preceding school year, the average number of children attending daily was not less than one hundred pupils, funds may be apportioned for paying the salaries of four teachers; and in a school where during the preceding school year, the average number of children attending such school

daily exceeded one hundred pupils, funds may be apportioned for one additional teacher for each thirty-five additional pupils in average daily attendance in the school.

Section 38. *Number of teachers permitted in each high school.* The county board of education may provide for teachers in high schools on the following basis:

One whole-time teacher for twenty pupils in average daily attendance; two teachers for thirty pupils in average daily attendance; three teachers for forty-five pupils in average daily attendance; four teachers for seventy pupils in average daily attendance; and after four teachers are employed on this basis one additional teacher may be employed for each additional thirty pupils in average daily attendance; Provided, that for the encouragement of the teaching of vocational subjects, teachers of agriculture and home economics may be in addition to the number of teachers allowed above, if instruction is provided for the people of the community in these vocational subjects.

Section 172. *Duty of county board of education and county commissioners.* It shall be the duty of the county board of education to make a fair estimate in accordance with law of the amount necessary to provide a six months school term, and it shall be the duty of the county commissioners of each county to determine and provide the amount necessary to maintain the schools six months in accordance with law. And either the members of the county board of education or the members of the board of county commissioners failing to perform their respective duties shall be guilty of a misdemeanor, and upon conviction shall be fined or imprisoned in the discretion of the court.

Section 173. *The equalizing fund.* There is hereby appropriated annually from the state public school fund, as may be otherwise provided by law, an amount sufficient to equalize as near as may be the financial burdens of supporting a six months school term in the several counties of the state. This fund shall be designated "The State Equalizing Fund," which shall be apportioned by the state board of education to counties needing aid in such a way as to encourage the counties receiving aid to improve their schools by securing efficient organization, administration, supervision, and well trained teachers.

Section 182. *Duty to provide funds for six months term.* The board of county commissioners shall provide the funds necessary to maintain the schools for six months, and the May budget submitted to the commissioners shall be presumed to be correct unless it is formally rejected by the commissioners within thirty days after presentation, and an entry is recorded in the minutes of the board stating the time when it was rejected and the reason for rejecting it, and a copy of the en-

try on the minutes of the board of county commissioners shall be sent to the superintendent or the chairman of the county board of education.

Section 183. *Commissioners required to raise full amount.* When the budget is accepted by the commissioners, or by order of the court, the commissioners are hereby directed and required to levy a tax sufficient to raise the amount necessary to maintain the schools for six months according to the provisions of the budget or the order of the court. At the close of the school year if it shall appear that the amount of money actually received by the treasurer, clear of all fees, commissions, rebates, etc., is insufficient to meet all the necessary expenses of the schools for the year the county commissioners shall provide the necessary amount and place the same to the credit of the county board of education.

Section 176. *How to estimate the salary fund.* It shall be the duty of the county board of education, in estimating the amount of the salary fund for the ensuing year in the May budget, to set forth on blanks supplied by the state superintendent of public instruction, the actual salary paid each teacher in each district for the previous year, the proposed salaries of the ensuing year, and the number of additional teachers needed in each school. It shall also exhibit the grade of certificate held by each teacher, the average attendance of pupils in each district for the previous year, and such other information as the state superintendent of public instruction may require. The number of teachers for the next ensuing year in each school shall be based on the average attendance of pupils for the previous year, as given below: Provided, that in the case of the enlargement or consolidation of a district, the superintendent shall add to the attendance of said district the number of children transferred who were attending school the previous year. In case of an extraordinary increase in population, the superintendent shall estimate said increase that may attend the school for the year and allow the same in estimating the attendance for said school.

(a) In each elementary school: Not more than one teacher shall be allowed, except as follows. Wherever the average attendance for the previous year was at least thirty, two teachers may be allowed but the commissioners may not be compelled to provide the funds for the second teacher, except when the average attendance for the previous year was at least forty. Wherever the average attendance for the previous year was sixty-five, three teachers shall be considered reasonable, and wherever the average attendance for the previous year was one hundred, four teachers shall be considered reasonable. And one additional teacher for every thirty-five additional pupils in average daily attendance for the previous year shall be considered reasonable.

(b) In each high school: One whole-time teacher for the high school grades may be allowed for the ensuing year wherever the number of pupils in attendance for the previous year was twenty; two teachers may be allowed wherever the average attendance was thirty; three teachers may be allowed wherever the average attendance was forty-five; four teachers may be allowed for seventy pupils in average daily attendance; and one additional teacher may be allowed for every thirty additional pupils in average daily attendance.

[For further information in this connection, see pages 45-47 of the Public School Law].

EQUALIZING FUNDS

[From *State School Facts,* Volume I, No. 15, April 15, 1925]

State aid to counties in financing schools was begun in 1839 when the legislature ordered the first payments to counties from the literary fund. Since that time, except for the period just subsequent to the War Between the States when the school system collapsed, the state has helped the counties to finance the state's school system. For sixty years, or until 1899, the literary fund was the source of all state aid.

The legislature of 1899 appropriated $100,000 to be distributed on a per capita basis in accordance with the school population of the counties. From 1899 until 1908 there was an annual appropriation of $100,000 to be distributed to the counties on a per capita basis. The annual per capita appropriation was increased to $125,000 in 1909, and remained at this figure until 1913. In 1913 the per capita appropriation was increased to $250,000, and was continued annually at this figure through the scholastic year 1918-1919. Neither the appropriation of funds from state revenues nor the former aid from the literary fund was an equalizing fund. The equalizing idea was not conceived until 1901.

Equalization

In 1901 the legislature first took cognizance of the varying abilities of the counties to support the public schools for the term required by the constitution. The first per capita appropriation of funds from the state treasury was made by the legislature in 1899. Two years later the legislature of 1901 continued the $100,000 per capita appropriation, but appropriated an additional $100,000 to aid those districts in which it was not possible to maintain the four-months term with available county funds. This was the first equalizing fund, and the first distribution of this fund was made in 1902 to needy districts in seventy-five counties. Each year since that time an equalizing fund has been distributed to those counties which appeared under existing laws to need help.

From 1900 to 1919, inclusive, per capita distributions of funds from the state treasury were made, and from 1902 to the present year equalizing funds have been distributed.

The table below shows the amounts of the equalizing fund distributed each year.

Equalizing Funds

Year	*Amount*	*Source*
1902	$ 82,798.89	General Treasury
1903	99,818.61	General Treasury
1904	92,479.55	General Treasury
1905	100,001.00	General Treasury
1906	95,228.95	General Treasury
1907	92,500.00	General Treasury
1908	100,000.00	General Treasury
1909	92,500.00	General Treasury
1910	98,800.00	General Treasury
1911	92,500.00	General Treasury
1912	100,000.00	General Treasury
1913	93,985.45	General Treasury
1914	401,015.72	5c State Tax
1915	409,630.45	5c State Tax
1916	447,940.45	5c State Tax
1917	428,161.34	5c State Tax
1918	447,432.85	5c State Tax
1919	504,942.40	5c State Tax
1920	150,345.06	32c State Tax
1921	236,648.26	13c State Tax
1922	884,653.90	General Treasury
1923	779,146.10	General Treasury
1924	1,249,700.00	General Treasury
Total	$7,080,228.98	

Methods of Apportionment

In 1902 the distribution was made upon a basis of teachers' salaries and the number of teachers was limited to one teacher for every 35 pupils enrolled in each school. Counties were required to levy the maximum rate of 18 cents for schools. The purpose was to bring the term up to four months in each district.

Very little change in the method of distribution of the equalizing fund was made for seven years. In 1909 the law was changed so as to require a county, which could not maintain a term of four months with the taxes levied in the county, to levy an additional tax of not

less than one cent and not more than five cents to make up half of the deficiency. The state then contributed a like amount and if this was not sufficient, a sufficient additional amount.

No further change in method of distribution was made until 1913, when it was attempted by levying a five-cent state tax on property to secure funds sufficient to give a six-months term. The plan of distribution under the 1913 law required the counties to show that they had provided funds for a four months school term, but no county was required to levy a higher special rate, in addition to the general school levy of twenty cents, than fifteen cents on the one hundred dollars valuation, in order to participate in the equalizing fund. Salaries of teachers based upon grade or class and limitation as to number of teachers permitted was again made the basis of distribution. The excess after equalizing as above described was apportioned to all counties in the state.

No marked change in method was effected by the 1915 school legislation. In 1917 the law was changed so as to require an equalizing fund distribution which would guarantee a four-months term in every county before the excess of the fund was distributed to all counties to extend the term beyond four months. This, however, still did not actually equalize the burden of taxation as among the counties for the weakest counties had to pay a general school tax of twenty cents and a special tax of 15 cents before they could participate in the state fund, while the stronger counties could participate by levying none or a very small part of the fifteen-cents special tax. This plan was employed until the legislation of 1919, which, following the adoption of the six months amendment in 1918, sought to provide a minimum term of six months in every school district.

The State Public School Fund

In order to provide for the six months term in 1920 a thirty-two-cents state property tax was levied and the proceeds used to pay salaries for three months. The counties were required to levy a maximum tax of thirty-five cents before they could draw from the equalizing fund. Salaries allowed teachers were increased, but were more clearly set forth and delimited than ever before, and stricter limitations upon the number of pupils per teacher were required.

In the special legislative session of 1920 the state property tax rate for the state public school fund was fixed at thirteen cents per hundred dollars, and the required county rate at fifteen cents. These reductions were necessary, because of the large increase in assessed valuations under the 1919-20 revaluation act. The state board of education was authorized to adopt a state schedule of salaries in accordance with which the equalizing fund was to be distributed.

The General Assembly of 1921, subsequent to the adoption of the income tax amendment, abandoned the revaluation and decided to levy no state ad valorem tax on property, but to substitute a state tax on all incomes and revised taxes on franchises and inheritances. A direct appropriation of $1,400,000 was made for the state public school fund and the policy of paying three months salaries was discontinued. Under these circumstances the equalizing fund, on the basis of salaries under the state salary schedule, was apportioned to those counties whose schools could not be maintained for six months with the funds derived from a levy sufficient to raise an amount equal to what a thirty-cents levy would have procured if levied on the abandoned 1920 valuation. On this basis, the equalizing fund for the scholastic years 1921-22 and 1922-23 was distributed.

The legislature of 1923 appropriated $1,250,000 as an equalizing fund, to be distributed on the basis of salaries paid under the state schedule and upon the basis of the number of teachers allowed by law. It was required that the state board of education certify to each county the amount of the equalizing fund to which it was entitled. In arriving at the amount that each county would receive the state superintendent was required to determine the cost of instruction in each county for the school years 1921-22 and 1922-23 and the average cost for these two years. When this average cost had been ascertained, the equalizing fund was apportioned so as to provide for each participating county an amount equal to the difference between this average cost for the two preceding years and the revenue to be derived from the legal tax rate. The legal tax rate had been fixed by the extra session of 1921 at a rate equal to thirty cents on the 1920 valuation in all equalizing counties, except in four counties where a maximum rate of 39 cents was authorized. The fund for the scholastic year 1923-24 was distributed after the fashion described above.

The Counties and Equalizing Aid

All counties have at one time or another participated in the equallizing fund.

Wilkes County has received the largest amount from the equalizing fund in the last 23 years. It has also received the largest amount each year since the 1919 distribution. Wilkes has had the largest share sixteen times from the twenty-three distributions. Guilford has twice lead the other counties as to the amount of aid secured; Wake, twice; Cleveland, once; Rutherford, once; and Ashe, once, in the twenty-three years.

New Hanover has received the smallest amount in the 23 years. Haywood and Halifax stand just ahead of New Hanover in this respect.

Twenty counties have participated in each of the 23 distributions of this fund. Three counties have participated just twice. The other 77 counties have participated from three to 22 times.

There were 18 counties in 1920 that had assessed valuations in excess of $50,000,000. These were the wealthiest counties in the state.

They have participated in the equalizing fund as follows: Buncombe, six years, 1912 and 1915-1919, inclusive; Durham, three years, 1917-1919, inclusive; Edgecombe, five years, 1915-1919, inclusive; Forsyth, two years, 1918-1919, inclusive; Gaston, nine years, 1902-1903, 1912 and 1914-1919, inclusive; Guilford, six years, 1914-1919, inclusive; Halifax, two years, 1918-1919, inclusive; Johnston, eight years, 1902, 1903, and 1914-1919, inclusive; Mecklenburg, five years, 1915-1919, inclusive; Nash, six years, 1914-1919, inclusive; New Hanover, two years, 1918-1919, inclusive; Pitt, six years, 1914-1919, inclusive; Robeson, thirteen years, 1902, 1903, 1904, 1912, and 1914-1919, inclusive, and 1922-1924, inclusive; Rockingham, seven years, 1902, 1903, 1906-1910, inclusive; Rowan eight years, 1902, 1914-1919, inclusive, and 1924; Wake, six years, 1914-1919, inclusive; Wayne, seven years, 1912 and 1914-1919, inclusive; Wilson, four years, 1916-1919, inclusive.

The above counties, taken with the following additional counties, were wealthiest in 1924, when their assessed values were in excess of $32,000,000. These additional counties have participated as follows:

Alamanee, sixteen years, every year except 1907-1911, inclusive, 1913 and 1920; Cabarrus, eight years, 1902, 1903, and 1914-1919, inclusive; Catawba, nineteen years, every year except 1902, and 1904-1907 inclusive; Cleveland, twenty years, every year except 1912, 1920, and 1921; Iredell, eighteen years, every year except 1904, 1908, 1920, and 1921.

[Editor's Note: The General Assembly of North Carolina at its 1925 session provided for an equalizing fund of $1,500,000.00 for the year ending June 30, 1926, and for an equalizing fund of $1,500,000.00 for the year ending June 30, 1927, these funds to come from the general treasury.]

DISTRIBUTION OF TAXABLE WEALTH

[From *State School Facts,* Volume I, No. 14, April 1, 1925].

For a number of years the state laws have required that a new assessment of the value of taxable property be made each four years. Such quadrennial assessments were made by the boards of commissioners and the local assessors of each county. The state apparently did not exercise its authority to supervise these valuations until the reassessment of 1915. The attempt to supervise the county valuations in 1915 was made after the county authorities had finished their assessments and was not regarded as satisfactory by many counties. The next ad-

ministration, that of Governor T. W. Bickett, undertook at the time of the 1919 reassessment to actually make the tax books speak the truth. This revaluation was supervised by the state from the beginning of the work of the township assessors and was exercised throughout the whole process of the work within each county. The state tax commission, the ten district supervisors, the county supervisors, and the county boards of appraisers made a serious attempt to carry out the mandate of the constitution which requires the listing of property at its true value in money. Their work was acclaimed at the time as a fine and statesmanlike achievement. However, about the time that the revaluation was completed, economic conditions changed so abruptly that the next administration abandoned the valuation of 1919-20, and after the income tax amendment was adopted decided to make no state ad valorem levy on property and to permit each county to value property after its own fashion and without regard to the valuations of other counties. This is the present method of assessment.

Growth of Taxable Wealth

Taxable values for the state have increased from a total of $576,-115,170 in 1908 to $2,709,006,634 in 1924. The valuation of but two years of the sixteen years from 1908 to 1924 shows a decrease over the preceding years. In each of these cases, 1916 and 1921, the decrease in the total valuation is shown to have occurred just after the only two attempts of the state to equalize values as among the counties. In 1915 the valuation for the state was $890,917,321. This was the first valuation that the state supervised or attempted to equalize as among the counties. The valuation of the following year was $1,351,378, or .15 per cent smaller. Again in 1920, under the revaluation act, the total valuation was fixed for the state at $3,161,440,256. The next year, 1921, the valuation was cut by $1,272,537,135, which was a reduction of 40.25 per cent.

Each of the other fourteen years of this sixteen-year period shows an increase. The largest increase in total value of taxable property, except for the revaluation year 1920 is found in 1922, the second year after the abandonment of the 1920 revaluation. The increase in 1922 over 1921 was 36.39 per cent. The valuation for the state still lacks 16.7 per cent of reaching the 1920 total.

The average increase since the abandonment of the 1920 revaluation in 1921 has been at the rate of 14.47 per cent each year. One more year's increase at this rate will give a valuation nearly as large as that of 1920.

From 1908 to 1924 the average increase in listing taxables is $133,305,-716, or an increase of 23.14 per cent per year.

The average annual increase for the five years since 1919 has been 29.28 per cent.

The valuation of 1921, the year of the cut below the revaluation of 1920, is 72 per cent larger than the valuation of 1919, the year just preceding the revaluation.

Taxable Values in the Counties

The 1924 county tax values are lower in eighty-nine counties than were the 1920 values.

Buncombe, Transylvania, Guilford, Henderson, Caldwell, Forsyth, Gaston, Richmond, Mecklenburg, Iredell and Rowan had larger values in 1924 than they had in 1920 under the revaluation act. Buncombe's increase over 1920 values is 28.4 per cent. The smallest increase is found in Rowan, where the increase over 1920 values is .8 per cent.

The smallest decrease in taxable values is found in Moore County, where the decrease below the 1920 valuation is but 2.8 per cent. The greatest decrease, 49.5 per cent, is found in Mitchell County. Hyde County is second in the size of decrease, with a decrease of 47.4 per cent.

With the exception of Mitchell, all the counties whose 1924 taxable values are as much as 33.3 per cent less than their 1920 values, are eastern counties, in which agriculture is the principal industry.

A majority of the strictly mountain counties are found to have smaller differences between their 1920 and 1924 valuations than do the eastern agricultural counties.

Durham County's 1924 valuation lacks 31.8 per cent of being as large as in 1920. This seems to be the only county that is an intensive industrial center that has so great a disparity between the values for 1920 and 1924. This is probably attributable to the fact that the tobacco companies of the county secured a considerable reduction in the valuation of their properties.

Per Capita Distribution of Taxable Wealth

The 1924 taxable wealth per child enrolled in the schools varies from $8,358 in Forsyth to $1,598 in Wilkes. In other words, the taxable wealth back of the education of each child is over five times greater in Forsyth than in Wilkes. Forsyth ranks highest in per child wealth and Wilkes lowest.

The average per capita based on total enrollment in all counties is $3,416. Twenty-six counties have a larger per capita and seventy-four counties have a lower per capita than the state average. This is based on the 1924 county values.

On the 1920 values the average per capita valuation, based on enrollment, was $4,572. Twenty-eight counties had a larger per capita and seventy-two counties had a smaller per capita valuation than the

state average. In 1920 Durham, with a per child valuation of $11,520, ranked highest; Forsyth, with $9,712 per child was second, and Macon, with 1,709, was lowest. In that year Wilkes, with a per capita valuation of $1,997, was next to the bottom.

Comparison of 1924 Per Capita With 1920 Per Capita

In only three counties is there a higher per capita assessed valuation in 1924 than in 1920. These three counties are Alleghany, Caldwell and Transylvania.

Alleghany's valuation was 6.8 per cent lower in 1924 than in 1920, but she reported over 23 per cent fewer enrolled children in 1924.

Caldwell had a higher valuation in 1924 than in 1920.

Transylvania reported a valuation in 1924 of 25.7 per cent higher than in 1920, and in 1924 she had but a small number more children than in 1920.

In the other ninety-seven counties the percentage that the 1924 per capita taxable wealth is of the 1920 per capita ranges all the way from 98.3 per cent in Buncombe to 44.9 per cent in Hyde. All of these ninety-seven counties, through their assessed valuations, assert that they are less able to educate their children than they were in 1920, prior to the great losses in values at that time.

Only eleven of the hundred counties stand before the state and before their own people and assert that they are richer than they were five years ago. The other eighty-nine counties, according to their assessments, are poorer than they were five years ago.

Increase or Decrease in Valuation, 1920-1924

County	*Percent*	*County*	*Percent*
Buncombe	28.4*	New Hanover	4.6
Transylvania	25.7*	Jackson	6.3
Guilford	18.6*	Cleveland	6.7
Henderson	16.5*	Orange	6.8
Caldwell	16.0*	Rutherford	6.8
Forsyth	9.8*	Swain	6.8
Gaston	7.6*	Alleghany	6.8
Richmond	6.3*	Tyrrell	7.3
Mecklenburg	4.5*	Cherokee	7.7
Iredell	1.1*	Dare	9.1
Rowan	.8*	Perquimans	10.4
Moore	2.8	Macon	10.5
Catawba	3.3	Alamance	10.6
Wake	3.8	Polk	11.1
Person	4.2	Chowan	11.2

* Increase.

Clay	11.5	Northampton	23.8
Avery	11.3	Bertie	24.0
Surry	12.9	Rockingham	25.2
Lee	12.3	Union	25.3
Cartaret	13.0	Pitt	25.7
McDowell	13.2	Granville	25.8
Graham	13.3	Hertford	26.4
Cumberland	13.8	Wilson	26.7
Pasquotank	13.8	Duplin	26.7
Davie	14.2	Warren	27.1
Currituck	14.3	Yadkin	27.1
Gates	15.5	Washington	27.2
Montgomery	15.9	Randolph	27.9
Cabarrus	17.3	Madison	28.1
Chatham	17.4	Vance	28.1
Bladen	17.9	Beaufort	29.6
Davidson	17.9	Sampson	30.3
Alexander	18.9	Wayne	30.3
Lincoln	19.2	Ashe	30.8
Burke	19.2	Craven	30.8
Pamlico	19.5	Durham	31.8
Wilkes	19.7	Johnston	31.9
Anson	19.8	Edgecombe	33.4
Pender	20.1	Caswell	34.1
Brunswick	20.8	Onslow	34.2
Stanly	20.9	Martin	34.7
Watauga	21.8	Nash	35.4
Hoke	22.0	Greene	35.5
Halifax	22.2	Lenoir	36.5
Stokes	22.7	Jones	37.7
Camden	23.2	Robeson	39.5
Harnett	23.3	Franklin	41.7
Yancey	23.5	Scotland	42.6
Haywood	23.5	Hyde	47.4
Columbus	23.8	Mitchell	49.5

STATE MINIMUM TEACHERS SALARY SCHEDULE

[Excerpts from dissertation of F. W. Morrison, submitted to the faculty of Teachers College, Columbia University, June 1924: Teachers College, Columbia University, Contributions to Education No. 184.]

Under the direction of an act of the General Assembly at the special session of August 1920, contained in section 4, chapter 91, public laws of 1920, requiring the state superintendent to recommend annually to the state board of education for adoption a uniform graduated

salary schedule for all teachers, principals, etc., to be used as a guide by the county board of education in presenting their budget to the board of county commissioners and as the basis for the apportionment of the state public school fund, state superintendent E. C. Brooks recommended, and the state board of education adopted the following salary schedule:

Graduated Salary Scale for White Teachers

High school teachers' certificates,
Grammar grade certificates,
Primary certificates:

Monthly Salary Based on Length of Service

	4 Yrs.	3 Yrs.	2 Yrs.	1 Yr.	0
Class A	$133.33	$120.00	$110.00	$105.00	$100.00
Class B	110.00	105.00	100.00	95.00	90.00
Class C	105.00	100.00	95.00	90.00	85.00
Provisional Class C	95.00	90.00	85.00	80.00	75.00
Elementary Teachers' Certificates:					
Class A	$95.00	90.00	85.00	80.00	75.00
Class B	85.00	80.00	75.00	70.00	75.00
Provisional Elementary	75.00	70.00	65.00	60.00	55.00

Certificates below standard:

Temporary	$60.00
Provisional A	55.00
Provisional B	50.00
County Second Grade	45.00

Graduated Salary for Colored Teachers

High School Teachers' Certificates,
Grammar Grade Certificates,
Primary Certificates:

Monthly Salary Based on Length of Service

	4 Yrs.	3 Yrs.	2 Yrs.	1 Yrs.	0
Class A	$100.00	$95.00	$90.00	$85.00	$80.00
Class B	90.00	85.00	80.00	75.00	70.00
Class C	80.00	77.50	75.00	72.50	70.00
Provisional Class C	75.00	70.00	65.00	60.00	57.50
Elementary Teachers' Certificates:					
Class A	75.00	70.00	65.00	60.00	57.50
Class B	70.00	65.00	60.00	57.50	55.00
Provisional Elementary	65.00	60.00	55.00	52.50	50.00

Certificates below standard:

Temporary	$55.00
Provisional A	50.00
Provisional B	47.50
County Second Grade	35.00-45.00
County Third Grade	35.00

The above grades and classes of certificates are based upon different amounts of training. The high school, grammar grade, and primary certificates, Class A, are based upon graduation from a standard A-grade college, in academic or scientific courses, including 18 semester hours of professional work; Class B upon completion of three years of standard college work or graduation from a two-year standard normal school, including 12 semester hours of professional credits; Class C upon credits for two years of standard college work, including six semester hours of professional training. The elementary teachers' certificate, Class A, is based upon credits for one year of standard college work, or one year of standard normal school credit. The elementary certificate, Class B, is based upon graduation from a standard high school plus one unit of summer school work. The certificates below the elementary certificate, namely, temporary, provisional A, provisional B, are based upon county summer school credit. The temporary certificate is issued upon completion of three years of high school work and one unit of county summer school work; the provisional A after two years in high school and the provisional B after one year in high school. County second grade and third grade certificates are not state certificates.

MONTHLY STATEMENT OF NORTH CAROLINA'S FINANCES

Below is given the state of North Carolina combined statement of auditor and treasurer for the month ended November 30, 1925:

Balance November 1, 1925, $320,726.60. Receipts for the month, $815,444.71. Balance and receipts, $1,136,171.31. Warrant disbursements for the month, $1,002,934.98. Cash balance, general fund, $133,236.33.

Receipts this fiscal year to date (July 1, 1925, to November 30, 1925) —$5,285,789.55. Warrant disbursements this fiscal year to date, $5,152,-553.22. Credit balance this fiscal year, $133,236.33. Operations of highway and other special funds—Balance November 1, 1925, $9,596,694.97. Receipts for the month, $876,853.49. Balance and receipts, $10,473,-548.46. Warrant disbursements for the month, $1,784,989.20. Cash balance, highway and other special funds, $8,688,559.26. Balance July 1, 1925, $4,665,234.03.

Receipts this fiscal year to date, $32,169,081.10.—$36,834,315.13.

Warrant disbursements this fiscal year to date, $28,145,755.87.

Credit balance this fiscal year, $8,688,559.26.

Warrants outstanding—
Issued prior to July 1, 1925, $3,118.35.
Issued since July 1, 1925, $509,732.98.
Total warrants outstanding, $512,851.33.
Cash position—general and special funds—
General fund balance, $133,236.33.
Highway and other special funds balance, $8,688,559.26.
Warrants outstanding, $512,851.33.
Treasurer's cash on hand November 30, 1925, $9,334,646.92.
State debt:
Current debt—
Highway notes (anticipating bond sales), $15,036,000.
Special school building notes (anticipating bond sales), $5,000,000.
Permanent improvement notes (anticipating bond sales), $3,000,000.
Total current debt, $23,036,000.

Funded debt—General fund bonds, $29,203,000. Highway bonds, $60,000,000. Special school building bonds, $5,000,000. General fund notes, $9,438,531. Total funded debt, $103,641,531. Total state debt, current and funded, $126,677,531.

GOVERNOR NOT PREPARED TO COMMIT HIMSELF

[From *The News and Observer*, December 16, 1925.]

Governor A. W. McLean yesterday informed newspapermen that in a conference with members of the executive committee of the North Carolina Education Association he had refused to commit himself on the proposal for a constitutional amendment increasing the minimum school term in North Carolina from six to eight months.

"I favor doing everything possible for the educational advancement of the state but I have not yet studied this proposition sufficiently to be ready to take a position on it", stated the Governor. "This proposal involves questions of taxation and the ability of the state and the counties to pay that must be given serious consideration," he added.

Those seeing the Governor in regard to the eight months term and other educational matters were Jule B. Warren, secretary of the association and W. A. Graham and J. L. Hathcock, superintendents of public instruction in New Hanover and Sampson counties, respectively.

References—Affirmative

(Editor's Note: Under the heading "References-Affirmative" there are included articles in which conclusions are expressed favoring either the eight-months' school term or the state property tax or both.)

THE STATE AND PUBLIC EDUCATION

[Excerpts from the report of A. T. Allen, State Superintendent of Public Instruction of North Carolina, for the biennium 1922-23 and 1923-24.]

The relation of the state to the union is not the same as the relation of the county to the state, as is often supposed. Certain provisions in the constitution of the United States are the only limitations on the sovereignty of a state. All the powers that are not specifically conferred by this instrument upon the United States are retained by the states or the people. The state has complete control of certain phases of governmental activity as specifically set forth. Congress cannot divide or enlarge a state.

A county on the other hand is a creation of the state. The legislature at will can create new counties out of counties already established; divide, increase or abolish counties at will. The county can exercise only such govermental control as the legislature directs and authorizes, and these powers can be modified or abolished almost at will. The county is not a fixed governmental entity, but is modifiable. The county is the govermental agency through which the will of the legislature is given force and effect. In order to perform the duties as assigned to it by the legislature, there must be conferred on the county authorities powers commensurate with their obligations.

State Responsibility for Public Education

From the nature of public education itself and from the position of the state within the federal union, it could not escape its responsibility for public education if it so desired. The state's life and future prosperity are so intimately bound up with education that it would be wise economy on the part of the state to aid extensively public education even if it were not an inherent duty of the state to do it.

Constitutional Obligation

If the state's obligation for public education were not inherent in the nature of things, the people have taken pains to place this obligation upon it in a mandatory sort of way by the constitution which they adopted. One whole article of this document is devoted to the question of public education. The implications of state and county

responsibility in the constitution are so clearly stated by Chief Justice Hoke in the case of *Lacy V. Bank,* that I should like to quote him, as follows:

"A proper consideration of the article will clearly disclose that its provisions are mandatory, imposing on the legislature the duty of providing 'by taxation and otherwise for a general and uniform system of public education free of charge to all the children of the state from six to twenty-one years', that the school term in the various districts shall continue for at least six months in each and every year, and that the counties of the state are recognized and designated as the governmental agencies through which the legislature may act in the performance of this duty and in making its measure effective."

The Equalizing Fund

If we are to build a school system on the basis of a dual support, the appropriate amount of the state fund must be determined in the light of the relative needs of the several counties, and a just and proper method of distribution must be discovered.

If the counties were all of the same size, with the same topographic features; if the density and distribution of the school population were the same in all the counties; if the per capita wealth were the same; if all the elements affecting the cost of education were the same in all the counties, there would be no need for an equalizing fund. Under our system of taxation, the state might, even under those conditions, participate in the cost of public education, in order either to increase the efficiency of the schools or to relieve county property of a part of the burden.

As a matter of fact, however, the counties differ among themselves in almost every imaginable way—in per capita wealth, in the number of children to be educated, in the educational program projected by the county authorities, in the class of teachers employed—to such an extent that it becomes very difficult to compare one county with another.

Since there is such a wide difference among the counties in their ability to provide the minimum constitutional term of six months, it becomes necessary, if we are to have a uniform system of public education, for the state to bear a considerable part of the expense. The state should pay in the inverse ratio of the varying abilities of the counties to support their educational programs.

Basis for Distribution of the Equalizing Fund

The basis for distribution [of the equalizing fund] should represent current values and current costs as nearly as possible. For instance; the bases for the distribution of the present fund are the taxable values [of the counties] in 1920, and the average educational costs for the school years 1921-22 and 1922-23. The present fund is being

distributed on a tax value four years old, and a school cost that will be four years old before the biennium is up. Taxable values vary and school costs increase. On basis fixed in the past, no provision for expansion can be made. If North Carolina had reached its maximum program, this arrangement would work effectively. As a matter of fact, however, the educational program has nowhere reached its maximum effort and most of the counties are struggling all the time to improve their conditions. This is shown in the effort to employ better teachers, to consolidate schools, to provide high schools and to provide for vocational education. In order to keep up with this growth and to encourage further development the basis for the next two years, if possible, should be assessed values in 1924, and the school costs in the year 1924-25.

EIGHT MONTHS SCHOOL TERM

The greatest handicap to the educational system in North Carolina is the short school term. Likewise, a longer school term is the most imperative need. All other phases of educational development are dependent, in the last analysis, upon an extended term. The consolidation of schools is of doubtful value unless accompanied by a term long enough to complete a year of school work within a calendar year. It will not be possible to improve the level of the training of the teachers who are now working in the short schools. The only hope of improved service in that line is a longer term. Health education needs emphasis. The handicap in this field is a short term. The longer term, then, is the most fundamental need, because every other line of improved efficiency is dependent upon it. Ours is an educational system that functions properly only in spots. It must continue in this way until we require a minimum term of eight months for everybody and permit communities to go as much further than that as they may desire.

All northern and western states now have eight months or more for a required term. South Carolina has recently by its "6-0-1" law moved up to a seven months term for all the children.

A six months term is the most expensive term that could be devised except a shorter term, if we are to measure expense in terms of output. We teach the same child in the same grade many times over. If through a longer term and more efficient teaching we could get the children on through the grades at the rate they ought to go, we could very materially reduce the number of elementary teachers, and the cost of instruction.

Benefits of Longer Term

It is almost impossible to secure a really competent teacher to work only six months in the year. The monthly salary of a teacher is

limited and when the term of employment is also limited to six months, a prospective teacher can not afford to make the necessary preparation for efficient teaching service. The children, therefore, who attend these short term schools not only have their rightful opportunity abbreviated by a short term, but must bear the additional handicap of indifferent teaching service. Every day last year a group of 357,077 North Carolina children were thus limited in an educational opportunity, which opportunity should be considered a right as inalienable as life, or liberty or the pursuit of happiness. In fact, it is the most essential element conditioning his economic independence and his political and intellectual liberty. Without this educational opportunity, standard and comparable to the opportunity furnished American citizens in other states, his pursuit of happiness is most likely to be in vain. We still have more than two thousand rural elementary public school teachers with less trainiing than a high school graduate. We can not reduce this number very much under the restraint of a school term non-standard in length.

The idea supporting the doctrine of education at public expense carries with it also the idea of a standard chance for every child. America in advance of the rest of the civilized world has undertaken to offer a universal high school opportunity at public expense. North Carolina offers such an opportunity to 30,000 white boys and girls, but there are another 30,000 just as promising, just as ambitious, who are denied this chance. It is impossible for them to complete the work of the elementary school in time to get into high school, because the handicap of a short term holds them back until they are caught by the pressure of economic necessity and their school days are over.

The improved conditions under which elementary instruction could be given would enable the great majority to complete the lower school by the time they were fourteen years of age. Under the present conditions we find many thousand children 16 and 17 years of age still in the grades. Other thousands, no one can estimate how many, drop out of the grades through disgust. If a child can complete school by the time he is fourteen, he can then, if the needs of home demand it, give seven years of uninterrupted service. If he is free and the opportunity is within reach, he can go on to high school. The state should make every possible effort to keep all children between the ages of six and fourteen in school for as long a term as possible. Their arms are too puny to be of much service on the farm or elswhere, but their minds are alert and active. That is the plastic formative period, and to allow them to remain out of school at that age is nothing short of crime, and to limit in any way their educational opportunity during that

stage of their life imperils the safety of the state. Such an increased opportunity would, in my opinion, make the state over in one generation.

Need of a Longer Term

In the school year 1923-24, there were enrolled in the public schools of the state 788,199. Of this total 357,077 or 45.3 per cent. were in schools of eight months or more, and 431,122 or 54.7 per cent. were in schools of less than eight months. If we separate these into white and colored, we find the following facts: There were enrolled altogether 531,444 white children. Of these, 288,905 or 54.4 per cent. were in schools of eight months or more, and 242,539 or 45.6 per cent. were in short term schools.

Among the colored children the conditions were even worse. The enrollment of the colored children was 356,755. Of this number, 68,172 or 26.6 per cent. were in long term schools. All of these were city schools. In schools of less than eight months were found 188,583 or 73.4 per cent. of all the colored children enrolled.

The eight months school term would in no way affect the city schools. All of them run from eight to ten months for all the children within their borders. The eight months school term is strictly a rural question. Let us see how this standard term appears when we consider rural children only.

There were enrolled in the rural schools in the school year 1923-24, 598,667 children. Of these, 171,644 or 28.7 per cent. were in schools of eight months or more. The remaining 427,023 or 71.3 per cent were in short term schools. If we consider the white children only in the rural schools, we have the following facts: The total enrollment was 399,034. Of this number of white children 156,495 or 39.2 per cent were in schools of standard length and 242,539 or 60.8 per cent were in short term schools. Of the 199,633 rural colored children, 15,149 or 7.6 per cent were in eight months schools and 184,484 were in short term schools.

These figures show the tremendous task that lies ahead of the state in its effort to provide an eight months school term for all the children that are looking towards it for help.

How a Longer Term May Be Obtained

When we come to consider the means by which this most desirable end may be attained, two general plans present themselves.

1. Constitutional Amendment. This is the only sure way by which it can be obtained. Just as the six months amendment forced all the counties up to a six months term, so would an eight months amendment secure by force a minimum program of eight months.

2. State Support. There is at present a very strong feeling on the part of many that the present state support of public education is not sufficient. If the General Assembly in its wisdom can find a way to increase greatly its support of public education, I am inclined to think that a number of counties on their own account and out of their own funds will adopt a county wide plan and vote the tax to support a program of a minimum term of eight months within the next two years.

FUNDAMENTALS IN PUBLIC EDUCATION

[Excerpts from article by A. T. Allen, State Superintendent of Public Instruction, in the *North Carolina Teacher*, Volume 2, Number 2, October, 1925.]

The principle of offering at public expense an educational opportunity to all the children of the state is one that has been accepted and applied for many years by the people of North Carolina. The question of how great an opportunity will be offered remains yet to be determined. From the nature of things, public education must be universal in its aims in that it purposes to offer its benefits equally to all. If the system of education offered in North Carolina is to be uniform in effort, as required by the constitution, and adequate in scope and efficient in service, as required by the rising demands of a widening civilization, there remain many things yet to be done.

After all, however, the people of the state must determine for themselves whether they will increase their present educational effort as an additional investment in the next generation, or will they diminish it for the temporary relief of the present-day taxpayer. For the purposes of this paper, let us suppose that the people have already determined to set up for themselves and for the next generation a system of public instruction as ample in scope as their means will permit. Let us assume also that they are willing to begin at the bottom to do the necessary and needful things in order to place this system on secure foundations.

Then, and in the event, what are the most fundamental things to be attended to now in order that a great system of education, equal to that offered anywhere, may be provided in North Carolina.

It seems to me that three such things are included in the present educational status. I should like to discuss them briefly under the guidance of these three theses:

1. Property in every part of the state must be placed on the tax books at a uniform and equalized value.

2. The basis of school support must be broadened to include additional sources of reveue.

3. There must be a clear statement and a definite agreement as to the kind of school system that is necessary and desirable.

I. The Necessity for An Equalized Valuation of Property in All Parts of the State.

As long as the several counties persist in listing their property for taxation at varying percentages of its actual value, a uniform state system of public education will be impossible. The present unequal valuation among the counties is the greatest obstacle in the way of any broad educational progress. No great forward movement along the whole line can be undertaken with any reasonable expectation of success, unless these conditions are at least partially remedied. Every plan that has so far been devised in North Carolina for financing public education has gone to pieces on these rocks.

Two general schemes for raising revenue for the support of the constitutional term of six months have been before the general assembly. These two proposals, in short, are the following:

(a) System of dual support.

Under this scheme, theoretically, the state would participate in the support of public schools in any county in the inverse ratio of that county's comparative ability to support the constitutional term. The poorer the county the more it would receive. The richer the county the less it would receive. Each county is required to levy the same rate as all other counties. The state, out of funds secured from sources other than ad valorem taxes, contributes enough to bring the given county up to the required term. If this scheme could be carried out in full, a uniform opportunity could be provided on an equalized tax burden. This theory has been the basis of state support for more than twenty years. There have been difficulties in the way of its equitable administration.

In the first place, the state at no time has provided sufficient funds to meet its part of the burden in accordance with the theory. Again, the state has based its calculations on the needs for teachers' salaries alone, with only slight consideration of the other necessary current expenses. Moreover, a few counties have so manipulated their valuations as to increase their chances for participation. The relative ability of a county to support its schools cannot be measured in terms of its assessed valuations, unless these valuations are uniformly fixed in all the counties. If the state should provide a sufficent equalizing fund it could not be equitably administered on the present valuation of property in the various counties. This very inequality deters the General Assembly from increasing this fund. Moreover, there is a serious question as to whether or not the state, from the sources of revenue which it has reserved to itself, can secure an equalization fund sufficiently large to meet the exigencies of the occasion.

This general scheme of financing public education is theoretically sound. State school funds should be sufficient only to equalize the burden of taxation among the various units and for administrative purposes. Tax money should be spent as close to the point of collection as possible, provided the purposes of its collection can be met. Notwithstanding the theoretical soundness of the scheme, its practical administration on an equitable basis has been very difficult on account of the fact that property in the several counties is listed at different percentages of its real value.

(b) A state-wide ad valorem tax for the support of the constitutional term.

Under this scheme the state would levy and collect ad valorem taxes at a uniform rate over the entire state to support all the schools for the constitutional term. This scheme has many advantages. It was embodied in a bill which was introduced in the house of representatives in 1925. It multiplies and magnifies the very difficulties from which it tries to escape.

For instance, suppose that the property of one county is on the tax books at fifty per cent of its actual value and the property of another county is listed at seventy-five per cent. of its real value. Suppose further, that the state levies a uniform tax rate on both counties. It is easy to see that the tax burden on the second would be fifty per cent. heavier than the tax burden in the first county. A uniform state-wide tax for school support, levied on unequal listings, would magnify the differences that now exist. When we try to follow either of these schemes to a logical conclusion, we are confronted with the same insurmountable obstacle. No matter which one the state may finally adopt, the same fundamental difficulty will be encountered. There is no means of getting around it, so long as the item of property values is a factor in determining the abiility of a county to bear its school costs. Either these unequal values must be blasted out of the way or we must be content with an adequate system resting upon unfair and unequal taxation.

Furthermore a state-wide tax for complete support would likely result in a deadening uniformity. The sense of ownership on the part of the counties must not be taken away. The pride of local initiative and enterprise with the resulting energy must not be destroyed. The stimulation of a vigorous rivalry must be retained.

II. A Broader Basis of School Revenue

Merely making it possible to collect the present school revenue on an equitable basis will not be sufficient. Additional sources must be discovered and made available if our school system is to expand with

an ever-widening civilization. The Educational Finance Inquiry Commission announces as a part of its findings that the tendency in America is away from ad valorem taxation for increased school support toward various forms of indirect taxation as a means of supplementing present revenues. These sources in North Carolina should perhaps be made to supplement more and more the property taxes now levied by the counties. It is not within the scope of this paper, however, to designate these additional sources of revenue that may be made available for increased school facilitiies. Their discovery is primarily a question for the General Assembly. Whenever the people of the state determine in their mind not longer to be content with their present educational facilities, the General Assembly will find and utilize these new sources of revenue. These additional sources of revenue are abundantly ample to enable the people to build the kind of school system that they may happen to want.

III. The Kind of School System That Is Necessary and Desirable

When the present sources of revenue for the support of the constitutional school term shall have been equalized to such an extent that the burden will rest with equal pressure on all, and when other sources of revenue shall have been uncovered and made available, it will still be necessary to determine the specifications of the structure to be erected. In presenting this part of my argument I do not want to go into detail at this time, but I do desire to sketch in rough outline three characteristics which seem to me to be essential. I am going on the supposition that the people of the state will finally demand for their children school facilities of the first order; that after awhile inadequate facilities and inefficient operation will no longer be tolerated. In the following paragraphs these three characteristics will be briefly set forth.

(a) A minimum school term of eight months guaranteed to all the people by the constitution.

I have referred a great many times in this paper to a general and uniform system of public schools. Mere uniformity is not sufficient unless that uniformitiy is on a high level. We could have a uniform system on a three months term. The teachers might be uniformly bad. Who would call such a system satisfactory? The state of North Carolina, through its constitution, now proclaims to the world that a six months term is a satisfactory standard. If we accept this standard as sufficient there is little else to do. We now have a six months term. We have reached the limit on this point so far as the length of term is concerned. Of course, there are great differences in facilities within this term. The existing differences in the length of term in the various districts have come about because the people in those communities have

fixed a higher standard for their children than the state has set up. They have, in consequence of this decision, provided out of their own means a school term of eight months or more. Is six months a satisfactory standard for this state? Does it sufficiently safeguard our future? Is it an adequate opportunity?

In my opinion the time has come for the state to declare its belief in a minimum constitutional term of eight months and to set about without delay to secure it.

EQUALIZATION OF THE FINANCIAL BURDEN OF EDUCATION IN NORTH CAROLINA

[Excerpts from dissertation of F. W. Morrison, submitted to the Faculty of Teachers College, Columbia University, June, 1924: Teachers College, Columbia University, Contributions to Education No. 184.]

The act of 1921 creating the present state public school fund from which the equalizing fund is appropriated, provides that this fund shall be set aside from the ordinary revenue of the state. The General Assembly of 1921 provided in the act to raise revenue that no tax on any property in the state should be levied for any of the uses of the state government. Since that time the state has levied no ad valorem property tax of any sort whatever for state purposes. The ordinary state revenue is raised almost entirely from corporation franchise taxes, inheritance taxes, special privilege and license taxes, and a graduated state income tax. By far the biggest item in it is the state income tax. This is a graduated tax of from one to three per cent. on all personal incomes above exemptions of $1,000 for unmarried persons and $2,000 for married persons, and a corporation tax of three per cent. of the entire net income of a corporation.

The burden of the income tax falls largely on those counties not sharing in the equalizing fund. In order to show exactly where the burden of the income tax falls, the state commissioner of revenue tabulated the income tax receipts of 1923 so as to show by counties the amount of income tax paid in that year. Reference to Table I will show the amount of income tax paid by each county in 1923, according to the distribution made by the commissioner of revenue.

Basis of Need Used in Apportionment of Present Fund

The present fund of $1,250,000 is apportioned on the basis of the relation of the equalized assessment of property values in 1920 to the educational burden of each county as shown by the cost of teachers' salaries according to the state salary schedule for teachers allowed for six months. In the case of four counties—Ashe, Burke, Robeson, and Yadkin—the assessment used was the assesment of 1922. Table X shows the method of calculating the present equalizing fund. It shows in detail by counties the following information: Teachers' salaries

allowed according to the state salary schedule for six months, the tax yield for teachers salaries on the basis of the maximum rate required, the salary of the county superintendent, and the size of the equalizing fund to which each county is entitled.

In other words, under the present plan of apportionment the measure of the ability of a county to support its educational program is determined by the relation of the amount of taxable property in that county, based on the equalized assessment of 1920, to the cost of providing teachers' salaries, according to the state schedule, for the minimum term of six months. This means, in reality, the measuring of each county's load by the so-called "weighted teacher" method applied to the true value of the taxable property of the county.

Extent to Which Present Method of Apportionment Actually Equalizes the Burden of Support

Under the present plan of equalization no county is required to carry a burden heavier than that represented by a tax of thirty cents on a hundred dollars of valuation assessed of the year 1920. As a matter of fact, however, thirty-two out of the one hundred counties in North Carolina have a tax rate burden less than that of the counties sharing in the equalizing fund. For Forsyth County, the wealthiest county in the state, to meet the full requirement of the six months' program there is required, on the above basis of raising revenue, a tax of only sixteen cents on the hundred dollars of valuation as of 1920. The range among the thirty-two non-equalizing counties for supporting their minimum program for teachers' salaries varies from sixteen cents for Forsyth County all the way to almost exactly thirty cents for Hyde County, which barely misses falling into the group of equalizing counties.

Instead of an equalized burden among the counties for supporting the present minimum educational program of the state, there is an equalized burden in only sixty-eight of the weakest counties. From the sixty-ninth county on to the richest county in the state the burden of providing the state minimum program (as measured by tax rate upon the equalized assessment of 1920) becomes lighter and lighter, ranging from thirty cents down to sixteen cents on the hundred dollars of valuation. Although the present equalizing law provides the largest equalizing fund and the most satisfactory method of apportioning it that the state has ever had, it still falls far short of achieving complete equalization of burden—even of teachers' salaries. It would seem that if any county in a state were to have relatively lighter burden than the average of the counties, it should be financially the weakest, not the strongest, county. Under the present method, however, Forsyth County, the ablest county in the state in ability to provide

educational opportunity, had on an equalized assessment a tax burden slightly above fifty per cent. of that of two-thirds of the other counties in the state.

Effect of Present Plan on Lengthening the Minimum Term in Equalizing Counties

The lack of equalization of the burden of support of the minimum program which obtains under the present condition is a matter of grave concern to North Carolina if the public school system of North Carolina is to be considered a state school system. This lack of equalization of burden for the six months' term is relatively small, however, compared with the lack of equalization when the school term is extended beyond six months. The range in tax rate, from the weakest to the ablest county for the six months' term, is from thirty cents down to sixteen cents on the hundred dollars of valuation. This is the range after making allowance for the aid which the weakest county draws from the state equalizing fund. When the school term is increased beyond six months, however, the range in burden from the weakest to the ablest county is many times greater. After the school term passes the six months' minimum term, each county then carries the entire burden of the extended term in that county. Usually each district carries the entire burden of the extended term in that particular district. The rate necessary to meet the minimum state program for teachers' salaries, if each county carried the entire burden of its own program, would range from 89 cents for the weakest county to 16 cents for the ablest. For Forsyth County to extend its minimum term from six months to eight months, for example, it would be necessary to add only one third of the present burden for the minimum program. For Dare County, however, to extend its minimum term from six months to eight months it would be necessary to double its present tax rate.

A study of Tables II, III, IV and V, will give a fairly accurate idea of the range in ability of the various counties to produce revenue for carrying on their public school programs. These tables show the amount of property behind each pupil enrolled in school, each pupil in average daily attendance, and each teacher allowed. The wealth per pupil enrolled varies from almost $8,500 in Durham County to a little under $1,700 in Macon County, a ratio of five to one. If the income from wealth is also considered as an index of a county's ability to support its educational program, then the difference in ability between Durham and Macon is considerably greater than five to one. This is a crude but significant index of the relative ability of the two counties to support their educational programs.

Equalization of Assessed Property Valuation

If assessed property valuation is to be used as a partial measure of the ability of the several counties to support their educational program, and if it is to be a factor in determining the apportionment of the equalizing fund, justice requires that the assessments of property in the several counties be as nearly equalized as possible. The state department of education in apportioning the present $1,250,000 equalizing fund has found it necessary, because of the widely varying horizontal reductions and revaluations in seventy counties in 1921, to use as a basis for apportionment the figures of the revaluation of 1920. It did this not because it believed that these valuations represent today the relative abilities of the several counties (as measured by property valuations) to support the educational program, but because it believed that they come nearer to representing these relative abilities than do the valuations of any other year.

The best method of obtaining an equalized assessment of property values is believed to be an actual state-wide revaluation of all taxable property, state supervized and state controlled, with machinery for keeping this reassessment continually up to date. Regardless of whether North Carolina ever again levies an ad valorem property tax for state purposes (and it is by no means certain that such will be the case), there are many considerations urgently in favor of a wise state supervision of the assessment of property. When the assessment is made the responsibility of the county commissioners, experience in North Carolina and elsewhere shows that there are usually as many different standards as there are counties in the state. So long as the question of fixing property values for assessment purposes remains in the control of local authorities, so long will it be the football of local politics. The weakest spot in government in North Carolina today is in county government.

Desirability of an Eight Months Minimum Term

North Carolina is a rural state. Eighty per cent of the inhabitants live on the farm. The average length of the rural school term is but 133 days. The length of term in many rural communities is the minimum term required by the constitution—six months. The average for city and special charter schools, however, is 177 days. Most cities have a term of 180 days; a few still have only an eight months' term. In the wide difference between the length of term in city and in rural schools the present situation in North Carolina clearly is unsatisfactory. The length of the average rural term is 75 per cent of the length of the average city term. Many of the rural schools—in some cases those of an entire county—have a term only 66 2/3 per cent. as long as the majority of the city schools.

A term of 180 days has been generally recognized as desirable, if not absolutely necessary, to enable a school to do a standard year's work. The recommendation made here, however, if for a constitutional minimum term of 160 days—eight months. This may lack something of being a satisfactory minimum. It is believed that as a practical proposal, however, it is more sound than a nine months' term, for the reason that North Carolina is still very largely rural (not that country children do not need as good quality of education and as much education as city children), that educational sentiment in the state is now fairly defiintely crystallized on the eight months' term for the state minimum, and that with the bent North Carolina has for special local tax districts, many of the rural communities could be brought to add the ninth month within a three or four years' period by an energetic county superintendent.

Cost of Proposed Program

Table XVIII shows the total burden that would be borne by each county in the complete equalization of current expense. It is based on an eight months' minimum term, and on the allocation of fifteen per cent. of current expense to expenses other than salaries. The total need of the ablest county, Forsyth, is $404,958.69. To raise this would require a rate of twenty-six cents on the hundred dollars of valuation on an equalized assessment (the average of 1920 and 1923). The total need of the entire state is $14,665,665.95. The application of a twenty-six cent rate to the entire valuation of the state would produce $7,561,829.11 of revenue. This amount subtracted from the total need leaves $7,103,837.44 to be provided by state taxation and used as an equalizing fund. The method of providing this fund which would bring about the highest possible correlation between the total burden of each county and its economic ability would be the raising of $5,235,112.46 from an eighteen cents state property tax and $1,868,724.55, the remainder, from the income tax.

It should not be assumed that increasing the minimum term from six to eight months means increasing the total cost of education one third. Such a lengthening of the term would increase the burden of the minimum program one-third. It must be borne in mind, however, that the city and special charter schools already have a term of eight months or longer, and that a few rural schools already have an eight months' term. To increase the constitutional requirements from six months to eight would more than anything else mean the equalization of the burden of providing the additional two months. Some communities in North Carolina that today have an eight months' term have to pay a higher tax to provide the additional months than they pay to provide the minimum constitutional term. For Forsyth County to

lengthen the term of all of its schools from six months to eight (supposing that it had only a six months' term today) it would be necessary to increase its school rate one third; for Dare County to do the same thing its rate would have to be practically doubled.

The whole question at issue in this investigation is not the question of spending more money for schools than North Carolina is now spending, it is the question of distributing more equitably the burden of providing the money now being spent. It is a question of fairly and justly placing the burden of providing a minimum compulsory school program for the state. No matter how it is done, if it actually equalizes the burden among counties, it will re-commit North Carolina to the state property tax for a part of the equalizing fund. This does not mean heavier tax burden upon property, but in the main lighter burden. It does mean that a part of the present county property tax will be changed into an equivalent state property tax. There is nothing radical in this change. Up to three years ago North Carolina always had a state property tax. The change ought not to be even of political significance. It ought to be possible for every class, even property owners, to understand that taxes are no heavier if an 18 cent state property tax is added to the annual tax bill, provided a corresponding reduction is made in the total county rate. Such a change would, however, greatly improve the fairness and justice of the present method of providing the minimum state school term required by the constitution.

MODEL SYSTEM OF STATE AND LOCAL TAXATION

Excerpts from the preliminary report of the committee appointed by the National Tax Association to prepare a plan of a model system of state and local taxation, as this report was presented at the Twelfth National Conference of the National Tax Association, held at Chicago in 1919, and as this report was carried in the Proceedings of the 1919 Conference, follow:

The Principles Upon Which a Model System of State and Local Taxation Should Be Based

Whatever other purposes taxation may properly have, its fundamental purpose is to provide revenue which, it will be agreed, ought to be raised as equally, certainly, conveniently, and economically as possible. Until this fundamental purpose is achieved, and the American states are today very far from accomplishing it, we shall hardly find it worth while to consider what other purposes taxation may properly have. Therefore, the committee has confined itself to the one problem of immediate practical importance, which is that of devising methods by which the large revenues now required by American state and local governments may be raised with the greatest practicable degree of equality, certainty, convenience and economy.

Any proposed system of state and local taxation must, at the very outset, recognize certain existing conditions and conform to certain practical requirements before it can be seriously considered as a basis for legislation. These conditions and requirements the committee has had constantly in mind. They may be stated briefly as follows:

A. The proposed system must yield the large revenues which our state and local governments require at the present time.

B. It must be practicable from an administrative standpoint, that is, it must be capable of being administered by such means and agencies as the states have at their command and can reasonably be expected to provide.

C. It must be adapted to a country with a federal form of government, and to this end must reconcile the diverse claims of our several states, which now conflict at many points thereby producing unjust multiple taxation and disregard of interstate comity.

D. It must respect existing constitutional limitations, federal and state, or else point to practicable methods of constitutional amendment.

E. It must represent as nearly as possible a general consensus of opinion, and to this end must give careful consideration to the most influential body of opinion developed and formulated by the National Tax Association.

F. It must not propose measures wholly foreign to American experience and contrary to the ideas of the American people.

Study of the tax laws of the American states reveals the fact that there are three fundamental principles which have been more or less clearly recognized by our law-makers, and have very largely determined the provisions of the enactments now standing on the statute books.

The first is the principle that every person having taxable ability should pay some sort of direct personal tax to the government under which he is domiciled and from which he receives the personal benefits that government confers. This is most clearly exemplified by the laws providing for the taxation of securities and credits which represent in large part interests in tangible property and business located in other jurisdictions. In spite of the fact that such laws may lead to unjust double taxation, most of the states have insisted upon taxing evidences of ownership, upon the theory that the owners are within their jurisdiction and receive from them certain personal benefits which justify the imposition of a tax. State income tax laws usually proceed upon a similar principle; and the same may be said of the poll tax, which is still found in many of the commonwealths.

The second principle is that tangible property, by whomsoever owned, should be taxed by the jurisdiction in which it is located, be-

cause it there receives protection and other governmental benefits and services. That the owner is frequently a non-resident is not considered a material fact, because the property must be protected where it is located, and, if employed in trade, comes in competition with a similar property of residents. This principle, furthermore, has received the sanction of the Supreme Court of the United States in cases which have developed the rule that tangible property is taxable in the jurisdiction within which it is located, and not elsewhere.

The third principle, somewhat less clearly and generally exemplified by our tax laws but discernible none the less, is that business carried on for profit in any locality should be taxed for the benefits it receives. If the owners of the business are residents of the state, this principle need not be appealed to, since the ordinary methods of taxation may be considered to provide for such a case. If a considerable amount of real estate and other tangible property is employed in a business conducted for the account of non-residents, again no appeal may be made to this principle, since here too the ordinary methods of taxation may be considered adequate. But if the owners are non-residents, and the business, though very profitable, employs little or no property subject to taxation in the locality, the states, to an increasing degree, demand that some method shall be devised for reaching such business enterprises. This tendency is exemplified in the taxation of corporate franchises in California and some other states, in the taxes imposed on incomes in Wisconsin and some other commonwealths, and in such laws as that enacted by Louisiana, taxing non-residents upon credits arising from business done within that state. It finds, further, an even more general expression in the numerous business taxes, usually in the form of licenses, which are found in many states, particularly in the south.

Whatever one may think of any or all of these principles, the fact remains that they undoubtedly represent hard facts which any new system of taxation must take into account. That they are not in many cases logically and consistently applied, admits of no doubt; that they sometimes lead to confusion and involve unjust double taxation and disregard of interstate comity, cannot be questioned. But the committee believes that there is merit in each of these principles, even though they have been frequently misapplied; and is satisfied that the laws in which the principles are embodied will not be changed except to give place to statutes that provide fairer and more logical methods of carrying the principles into effect.

The Separation of the Sources of State and Local Revenue

The proposal to separate the sources of state and local taxation has played a sufficiently important part in previous discussions of tax reform to justify a brief consideration of that subject. We may first

observe that the plan we propose does not require any separation whatever of the sources of state and local revenue, but that it is not inconsistent with the adoption of a thoroughgoing scheme of separation. Under our plan, it would be possible for many states to raise from the personal income tax a sufficient sum to defray the entire expenses of the state government, so that the taxation of property could be turned over wholly to the local authorities; while the revenue from the business tax, although collected by the state, could either be retained by the state or distributed to the local governing units. We refer to this fact merely to emphasize our remark that the plan we have proposed will neither prevent the states from adopting the plan of separation if they so desire nor compel them to do so, if they prefer not to experiment with that plan.

The committee is of the opinion that a partial separation of the sources of state and local revenue is desirable, but that complete separation, by cutting the connecting cord between state and local governments, tends to destroy the states' sense of responsibility in the matter of local taxation. There is no experience to justify the belief that, if the states turn over to the local governments independent sources of revenue, and adopt the theory that local taxation is an affair of purely local interest, we shall ever have a satisfactory administration of the tax laws by local officials. Experience abundantly shows that such officials need constantly the expert advice, intelligent guidance, and, when necessary, the effective control of a state tax commission composed of experts and keenly alive to the need of just and efficient administration of tax laws by local officials. Total separation of the sources of state and local revenue, at least in the forms in which it is usually presented, seems to the committee to be distinctly a backward step, especially at this moment when the need is for greater emphasis upon state control over the taxation of property for local purposes. A further difficulty of complete separation is that the abolition of the direct state tax upon property tends to remove a desirable check upon state expenditures.

The committee believes, however, that a partial separation of the sources of state and local revenue is desirable. The inheritance tax is obviously a proper source of state revenue. Taxes upon insurance companies and upon automobiles may very properly be alloted to the state rather than the local governments. Under special conditions it may be better that railroad taxes should be retained in the treasury of the state than utilized as a source of local revenue. From the taxes thus enumerated, it is obvious that states can, and should, derive revenues that are independent of local taxation; but we believe that it is desirable that a state tax on property should be retained as the regu-

lator of the state finances and a reminder to the state of its responsibility for the proper assessment of property in every locality within its jurisdiction.

We have recommended that a part of the personal income tax, corresponding to the proportion which state expenditures bear to the total of state and local expenditures, be allocated to the state treasury. Such an arrangement will tend to lighten the direct state tax, but will not make such a tax unnecessary. We have pointed out that the distribution of the proceeds of the proposed business tax may well vary from state to state. We here suggest that whether the state should be assigned a share may well depend upon the comparative revenue needs of the state and the local governments. If the state tax is light, the entire revenue from the business tax way well be assigned to the local political units; and if the state tax is heavy, it would follow that the state might well retain a share of the business tax. Here, as elsewhere, the system we propose permits of different adjustments to suit the varying conditions of our several states.

STATE AND LOCAL REVENUES

[Excerpts from article by T. S. Adams in the *Annals of the American Academy*, Volume 58, pages 134-138, March, 1915.]

Moreover, it may be denied in the most emphatic way that it is necessarily a bad thing for two jurisdictions to use the same tax. If the tax rate is already high, it may be unwise for another jurisdiction to clap on a sur-tax. And there are other circumstances in which it would be palpably unwise for two jurisdictions to use the same tax, but just as frequently it is a good thing for two branches of government to use the same basis of taxation. Local criticism helps the central authority to be efficient, and central criticism helps the local administrator to be effective. This is particularly true of the income tax. Central control is needed to prevent double taxation and to protect the fearless assessor; local knowledge is absolutely indispensable to prevent evasion. The federal income tax would be stronger if every state in the union had a state income tax, provided of course that the two administrations worked in harmony and that the aggregate rate were not excessive. The development of the income tax in Europe plainly proves this point. And anyone who has administered an income tax must realize its truth regardless of historical or practical confirmation.

The same is true of the taxation of real estate. Many large manufacturing plants are located in small villages which cannot afford to employ an assessor expert enough to value such property. The cheap way is to have a corps of expert assessors for the whole state. Here are two low grade iron mines side by side. The operating company in the one case has valuable connections with iron furnaces and large

consumers and because of this fact it can operate the mine at a profit. The other company has no such connections and cannot mine its ore profitably. How are the two mines to be assessed; and what local assessor is fitted to handle such difficult cases? Again in some thinly settled districts there are mines or large manufacturing plants, the taxation of which frequently supplies more money than the local district can utilize wisely. All these things call for intimate linking up of the central and local jurisdictions.

In the writer's opinion it is idle and academic—in the worst sense—to say that we can have general or central supervision over local taxes without the central jurisdiction making active use of the same basis of taxation. Theoretically, yes—practically, no. What local government in the United States would brook continual control and supervision by a state body which had no vital or real interest in the taxes and assessments concerned? On the other hand, what American legislature would make the appropriations necessary to maintain an effective central commission unless that commission were actively engaged in supervising assessments which the state government itself was to utilize?

The same line of thought applies to the "state equalization." Much fun has been poked at this in the past, because in most places the state equalization was made by an ex-officio board which had no serious interest in, and no real knowledge of, the work it was called upon to perform. But just as soon as the state equalization is undertaken seriously it becomes the opening wedge of tax reform. In a large number of states in which the greatest improvement in tax administration has been made in the last five years, the necessity of making a state equalization has proved the beginning of tax reform. The knowledge acquired in this work is exceedingly valuable to local officials and frequently can be obtained in no other way.

Both the state and local governments need to use the same basis of taxation not only to secure administrative coöperation, but also to prevent extravagance on the part of the state government. To give the taxation of the large corporations exclusively to the state government for its support is good neither for the corporations nor for the state government. It concentrates corporate influence at the state capitol. If the corporations are unusually strong they may be powerful enough to keep state expenditures down and thus get off with an unfairly small share of the general tax burden. If they are weak, special corporation taxes may be pushed unjustifiably high, and the state government needs the criticism and check that come from the farmer, the home owner and other small taxpayers, who constitute the majority of the electorate. To deprive this class of its immediate interest in the expenditures of the state government is openly and deliberately inviting extravagance.

This last assertion is probably proved by the financial history of the last decade. I cannot speak with certainty because statistics are not available, but I venture to predict that when the next census volume on wealth, debt and taxation appears, contrasting state expenditures in 1913 with those in 1902-1903, it will be found that the increase in expenditures has been greatest in those states which either have achieved separation or have approached it most closely. New York, California, New Jersey and the other states in which separation has been most nearly achieved will be found, I believe, greatly to have outstripped their competitors in rapid expenditures.

This is the deepest vice of separation—it does not separate. When the sources of revenue are segregated, the state government is apt to find itself for a short period on "easy street," with ample revenue easily secured. But the spending ability of the average state legislature is great and within a short time the new sources of revenue are likely to be exhausted and the state legislature is likely to find an irresistible temptation to lay on a small state tax once more. Substantially this has happened in New York and California. It is irrelevant to say that in these cases the state tax has been necessitated by extraordinary expenditures. The answer is that the absence of a state tax levy invites such expenditures.

Finally it should be noted that neither experience nor theory warrants the belief that the mere abolition of a state tax will greatly improve assessment work. In the tax bill of the average American taxpayer the state tax accounts for only 11 per cent of the total. The remainder, 89 per cent, represents county and local taxes, and it is primarily to avoid these that the assessor is subjected to the pressure which so frequently makes his work inefficient. Many, if not most, of the states which have made marked improvement in assessment work during the last five years are states with a comparatively high state tax, which use the device of state equalization. Arizona, Colorado, Minnesota, Michigan, Ohio, West Virginia and Washington are merely some of the states without "separation" which have greatly improved their assessment work in the past five years. In Wisconsin for a number of years the state tax practically disappeared. During those years little improvement was marked in the local assessments. Later the state tax was increased and the local assessment work rapidly improved. The city of Milwaukee went to a full value basis in the latter period when the state tax was quite an important factor. In states like Maryland and Virginia where there is no central control or state equalization and where the ratio of true to assessment value varies from 20 to 90 percent among the various counties, the imposition of a high tax is obviously an important factor in demoralizing local assessments. But what these states need is not separation but central control.

Pennsylvania has had something akin to separation for many years. The quality of its local assessment work is, from all the writer can learn, below rather than above the average.

If space permitted it would be desirable to point out in detail that for the state government to take over enough sources of revenue to accomplish separation would in the average state deprive the local government of property or other sources of taxation which they cannot afford to spare. A realization of this fact, I understand, prevented a recommendation of separation in the recent admirable report of the Kentucky tax commission. The truth is that while there is no very rigid or exact connection between the property within a given jurisdiction, and the necessary governmental expenses of that jurisdiction, there is a very real connection of this kind which cannot be wholly disregarded. There is more reason perhaps for the retention by the state government of all taxes on steam railroads than in the case of any other form of property or industry. But even in this case serious injury may be done to particular local jurisdictions. Take a small city or village in which important railroad shops are located. They may constitute and frequently do, a large part of the property of the place, and the principal expenses of the local government may arise from the provision of proper schooling and fire protection for the district occupied by the railroad shops. To deprive this jurisdiction of all taxes from this source is inequitable and unwise. In short, while there are some taxes, including that on steam railroads, which are particularly adapted to state use, modifications and exceptions must be made even with reference to this tax and when we further extend the sphere of exclusive state taxes we almost always encounter serious trouble.

WHITHER HAVE COURAGE AND COMMON SENSE FLED?

[Excerpts from an editorial in *The Greensboro Daily News* for August 20, 1920]

Is it the duty of the state of North Carolina to care for the insane? Then whence does the legislature derive the moral right to abolish the general property tax until not one of these unfortunates is confined in any jail in the state? Is our work for the blind, for the deaf, for the mentally deficient, so much alms to be given or withheld at pleasure, or is it a sacred obligation that rests upon a civilized community? If the latter, why is the general property tax abolished as long as one afflicted child of North Carolina languishes in physical and mental darkness, that might be dispelled were the schools better equipped?

They have no influence in politics, these afflicted. The crippled children, the blind, the deaf, the insane—they are not able to hire eloquent and able gentlemen to go down to Raleigh to lobby in their behalf. They cast no ballots, they are able to strike terror into the heart of no political organization. It is perfectly safe to strike at them,

because there is no method under heaven whereby they may strike back. But jumping on cripples is not ordinarily considered particularly heroic.

Heretofore the state has excused itself for not making adequate provision for the afflicted on the ground that it was unable to do more, because it was too poor. Now it is admitted that it is rich enough to abolish the general property tax altogether; and it calmly proceeds to disregard the claims of its dependents when there is no longer even the hypocritical excuse of a false claim of pauperism.

We have deliberately disregarded the innumerable other things that the people of North Carolina need, and that their state government ought to supply, now that it admittedly has plenty of money. Something, perhaps, will be done for the school teachers, since it has become perfectly evident that something must be done or the schools will be closed. But what of roads, recognized now as part of the necessary tools of an agricultural state? What of the splendid, although shockingly cramped, educational work of the department of agriculture? What of the state board of health, always in need of funds? What of the dozens of agencies, capable of enormous extension and of enormously improving the condition of the common people were they only supplied with funds? One might go on, lengthening the list indefinitely.

But the insane, the blind, the deaf and dumb, the crippled children, the Confederate veterans are enough to exhibit this proposal for what it is. The legislature seems to have been overcome with a great fear, and to be determined to make a record of economy that it thinks may protect it from whatever it is that it fears. Like the traveler across the Russian steppes, it sees itself pursued by the wolves of an infuriated public opinion. We believe that the wolf-pack is a figment of its imagination, but unfortunately its course of action in the circumstances is only too real. To save itself it is ruthlessly heaving out of its sleigh the poor, the helpless, the afflicted.

Undoubtedly, there will be a record to be talked of. But is such a record worth while? It may be fine in appearance, but the people will not be impressed if they realize that it is founded on the suffering of the helpless.

This year offers the greatest opportunity in history for North Carolina legislators to do things for their state. Prosperity has reached its highest level, and with a tax rate ridiculously low as compared with previous rates the legislators could vastly have increased their service to the special wards of the state and to all classes, could have provided for state highways, could have lifted North Carolina out of its shamefully low position in the educational list.

The great program of a few years ago for increasing the facilities of the state's institutions of higher learning was magnificent in conception and established the legislators who did is as men of wisdom and vision. But it has failed. The colleges need the added equipment much

more now than they did then. Four per cent bonds were readily marketed at that time; they are hardly marketable at all now. The money appropriated to be raised by bond issues became insufficient to do half the work of the program, before the work had more than begun. The University of North Carolina hears the clamors of the young men of the state for admission that they may prepare themselves for better citizenship, but must turn them away in hundreds. It is so of the other institutions. The women's college here has had to deny admittance to more than 300 young women, many of whom would have become teachers in the schools after having been given the best training for that work that is to be obtained; and thus, in turn, the education of thousands of boys and girls in the elementary schools must suffer by this timid program of political expediency. Just a small property tax would have rehabilitated this program.

North Carolina is paying millions on millions into the federal treasury as taxes, and this money is paid with the full knowledge that until Congress puts the business of government on a business basis a great part of what is paid in is wasted. Every cent that is paid in tax to the state may be deducted from the federal returns, and thus it becomes a question for the North Carolina citizen as to whether he would rather pay tax to the state or federal government.

Surely the members of a general assembly capable of the courage and vision that gave North Carolina the revaluation law are incapable of having lost both qualities in the space of a year and a half. Surely these gentlemen of the house must on second thought see the folly and futility, the pathetic abandonment of a heavensent opportunity, in the bill that has been placed before them. And surely the senate will refuse to be a party to such a course, such a surrender to hobgoblins born of excited political imagination.

"Release of property from taxation for state purposes has been the goal for which the tax reformers have been working" says *The Raleigh News and Observer*. It has been the goal toward which some of them have been working, but even these must needs have recognized that there is little in the way of experience elsewhere on which to base a conclusion that it is wise. Dr. Charles L. Raper, for one, believes that all the property of the state should contribute at least a little to the state government; and there never has been a more genuine tax reformer in the state than he.

FACTS AS TO THE STATE'S FINANCIAL SITUATION

[Excerpts from letter of Robert N. Page, of Southern Pines, in *The Greensboro Daily News*, January 31, 1925.]

Editor of *The Greensboro News:*

It isn't worth while to make reference to any specific editorial in your paper as a basis for the remarks to follow. Since the inauguration of Governor McLean and his pronouncement as to the necessity, from his point of view, for the protection of the credit of the state, it seems to at least one consistent reader of your editorial page that your zeal for the completion of certain worthy and helpful enterprises now in progress has blinded you to the real financial situation.

What is the credit situation as it affects the state?

We have issued during the last three years something over a hundred million dollars of state bonds and have used the money obtained from this sale for the extension of our road system, and the permanent improvement of our educational and charitable institutions.

Worthy objects, yea more than that, absolutely essential to the progress and well being of the commonwealth. The interest as well as ample provision for the creation of a sinking fund for their retirement has been made for the sixty-five million dollars of road bonds issued for the extension of our educational institutions, but current revenues seem to have fallen some seven millions below the necessities for current expenditures. The credit of a state, like the credit of an individual, is based upon the value of its property. What is behind this hundred and more millions of dollars owed by the state to the purchasers of its securities? Not a foot of real property, since very foolishly, in the judgment of this writer, we elected to write into our constitution just about the time we were beginning to borrow, a provision that no tax could be levied upon this form of property for state purposes, thereby placing ourselves very much in the position of an individual who before borrowing to carry out his plans of development deliberately placed a blanket mortgage upon all his real estate holdings and went to his banker for a loan based solely on his personal property and his earning power, thereby, because he has deliberately withheld the larger part of his assets, his borrowing power, and his credit is limited to a certain and safe percentage of the value of the things he puts up. Certainly good faith demands that before we ask for further loans we make provision for the payment of the interest on the loans already made us. In spite of all the congratulation of ourselves upon the favorable terms accorded us in the price paid for our bonds, and the rate of interest required, it remains true that, because of our having withdrawn as security to our creditors

the major part of our holdings, we have been charged a rate of interest in most cases of 1 per cent. greater than other states borrowing in the same market which had not this limitation.

When the present legislature shall have levied taxes in sufficient amount to meet the interest on bonds already sold, to pay the largely increased cost of conducting our greatly expanded educational institutions, and to meet the cost of governmental administration, I can hear the howl that will ascend to high Heaven from half a million voices of our most substantial and enterprising citizens. It seems entirely reasonable to me that our creditors should demand of us before they extend further credit, first, that we make ample provision for the retirement of the loans already made us, and second that we bring our property from under cover and give them a mortgage upon it.

This is not a plea for stopping the doing of any of the worthy things we have undertaken. Our road program should be carried out to the letter. Certainly with the demands upon us and the necessity of its doing we are not going to halt in our determination to educate our youth, but it is unreasonable to suppose that we can do it all in a day, or in ten years, for that matter. All that Governor McLean or any one else is asking is that we take inventory of our resources and proceed as rapidly as we can with safety to the state's credit. To me this seems not only a reasonable, but an entirely sane position.

Expend your energy in creating a public sentiment demanding that known and tried business principles be applied to conduct of the state's business, and to remove the legislative fetish as to the sacredness of land for purposes of taxation.

The tax provision made for the retirement of the road bonds, with the application of license taxes and the tax on gasoline, is so eminently fair that no one has dared to attack it; still it is only partial justice, for with the construction of every foot of hard surface road in the state the land for a mile on either side of it has almost immediately doubled in value without reflecting itself upon the tax books. If I own land along one of these highways, the building of which has enhanced my values a hundred per cent., why should I not contribute a part of the amount I have benefited, toward the improvement?

This is required in every city and village within the state when pavements are laid. The abutting property must make contribution.

ROBERT N. PAGE.

Southern Pines,
January 29, 1925.

NO TURNING BACK

[Editorial in *The Raleigh News and Observer*, February 2, 1921.]

The counties and municipalities are standing in their own light if they do not try to hold to the benefits of the reform in tax assessment

brought about last year. For there is not the slightest question that the state took a great step forward in taxation affairs when it adjusted property values. It is very true that in some instances, perhaps in many, property was valued at too high a figure. But it should be possible to correct these inequalities without upsetting the whole arrangement by which a new and better era in taxation was commenced in the state.

The principle of local self-government in all things for the counties is a most attractive one. But it is to be remembered that the equalizing influence of the state is a valuable asset for those citizens of the counties who want to see justice done as between man and man in the distribution of the tax burden. We virtually had local county government in taxation before the state under the guidance of a few patriotic men accomplished a revaluation of property that put an end to tax dodging. County self-government in taxation resulted in inequalities that were a crying shame. They would have lasted indefinitely if the state had not intervened.

Taxation will have to be watched sharply in every county or once more the strong will be taking advantage of the weak. Discussing the effort of some money lenders to get a higher interest rate the *Statesville Landmark* the other day said it is easy to underrate the strength of greed. So it is. It is easy to underrate the purpose and ingenuity of the man who has large property and who does not want it to bear a just share of the public burden.

Men have complained that their taxes had been multiplied several times. But examine the facts. Two months have been added to the school term. To hold teachers it has been necessary to pay large increases in salaries. Other expenses of the counties, towns and cities have been heavily increased. Nor is that all. The property of some of those who are complaining so heavily has been until last year very substantially under-assessed. When it is put at its value in money and when at the same time the public expenses suddenly jump on account of heavily increased school and other outlays is it any wonder that the tax bill mounts?

It is not the amount of the tax bill that has to be considered. It is the ability of the property owner to pay. We have in mind now a man who owns much real estate. He also draws a very comfortable salary. He says his taxes are ten times what they were and he is bitter in his denunciation of the tax authorities. What we want to know before sympathizing with that man or advising him to attend a mass meeting is how much real estate he has, what its money value is, what it was assessed at before revaluation went into effect and if he isn't getting along pretty well financially despite the heavy increase in his

taxes. We have a notion that this man's property has been on the books at about a fourth of its value and that he simply isn't broad enough to be willing to pay his fair share of the public expense.

Instances of excessive valuation ought to be corrected without delay and with the utmost care and effort to do even handed justice. But unless there has been injustice done, the valuations ought to stand What was accomplished in taxation reform last year was accomplished at considerable money cost and with great outlay of study and effort on the part of public-spirited and honorable and able men. The General Assembly will be recreant to its duty if it allows this splendid achievement to be nullified. There should be no turning back in the effort for justice in taxation.

SPOTTY DEMOCRACY OF OPPORTUNITY

[Editorial in *The Greensboro Daily News*, November 3, 1925.]

In his address to the teachers in division convention here the other day the superintendent of public instruction, Mr. Allen, said that the 400,000 children of rural North Carolina are in 1,468 one-teacher schools, 1,297 two-teacher schools, 1,173 schools with three to six teachers, and 268 schools in which there are seven or more teachers. The advantages are with the relatively small number in the large schools because it is there the better trained teachers are. Moreover, the smaller the school the shorter the term, the poorer the teaching salary. Incidentally, the larger and better the school, the better the attendance.

In the same issue of this paper in which the report of the superintendent's address appeared there was an article from Dr. Edgar W. Knight, in Denmark, which dealt with the universality of education there, and the chant of cant in North Carolina about "universal, free, publicly-supported, publicly controlled schools" while we know that "we do not have now and have never provided a universal school system, open and equal for all the children of the people.

As a general rule any child in the state has an educational opportunity equal to that of any other child in the same community. Formerly only the children of those families somewhat removed from the extreme of poverty and lack of spirit, of ambition, got more than the most meagre elementary school opportunities. Those having some means or ambition got more days in the year of the same sort of opportunity. A smaller number, those of families still better off, were the only ones who got any at all of the sort of training the high schools afford. And only those of the families of the comparatively rich or unusually ambitious people got the equivalent of a full high school course, or any part of a college education. We have a democracy of educational opportunity in this state—but it is a democracy of isolation. Quality in education is a spotted thing. In the days of the glory of the

Roman empire it was a circumstance to be proud of all the days of one's life to have been born a Roman citizen. That was not because *per se* the Roman empire was great of size, magnificent in achievement, feared and respected by all the world, Rome sitting on its seven hills and wielding the undisputed mastery of the known world, but because there were advantages inherent in Roman citizenship that could not be won or bought. Most people born in North Carolina are proud of their citizenship, but it matters a great deal, it is vitally important, to one in what particular spot of the state's area the accident of birth occurs.

They are amazing and impressive, these great, beautiful school buildings that one sees in the county town, in the villages, even sometimes where there is not even a settlement that could be called a village, that have come up within the past few years. They thrill the citizen with a new pride, and they compel the admiration of the wayfaring stranger. Travel through the state is so swift nowadays that in a day of comparatively leisurely touring one will pass one after another of these magnificent rural high schools, or consolidated elementary schools. But in between them one may traverse long stretches of country where the children have but little better advantages than rural children generally had many years ago; poor equipment, short term, the teachers who cannot get better jobs, the teachers who cannot specialize but must do the best they can for crowded classes through the public school age.

The old system remains essentially unchanged. If the people of the community have the means, if the parents are so disposed, where facilities are poor and meagre, the children can be sent to private schools. If there is ambition, imagination, vision, the family can move to another neighborhood where the schools are good.

North Carolina has been so long and is so thoroughly committed, in words, to a democracy of education that it will, no doubt, get around to it sooner or later. Meanwhile ambitious communities have set a high standard for the universality of education, in expenditure for equipment, at least. If the state ever does decide to provide democracy and universality in education it is going to cost quite a lot of money. It will have to be obtained through taxes, and they will have to be levied by the politicians.

FINANCING PUBLIC EDUCATION

[Excerpts from address of Dr. J. Y. Joyner before the National Education Association at its meeting at Oakland, Calif., August 16-27, 1915.]

The methods of raising the funds for public education should be based upon the democratic principle of the equalization of a common burden in discharge of a common obligation for the common good. This common burden and common obligation is threefold—state, county, and community, or district. The only efficient and equitable method

in a democracy of bearing such a common burden and discharging such a common obligation and benefit logically and equitably grows a threefold method of taxation for financing public education—state, county, and community or district.

The unequal distribution of wealth among the different counties of the same state necessitates a state tax on all the wealth of the state for the benefit of all the children of the state and for the equalization of educational advantage to them. By such a tax all the strong of all the state help all the weak of all the state; the burden can be borne according to the needs and the rights of each. The unequal distribution of wealth among the different communities or districts of the same county necessitates a county tax on all the wealth of all the county for the benefit of all the children of the county and the further equalization of educational advantages to them. All the strong of all the county help all the weak of all the county, and all the weak help themselves—the burden is distributed in discharge of the common obligation of all the citizens of the county to all the children of the county in proportion to the ability of each to bear it, and the benefits can be distributed according to the need and the right of each child.

The state and the county rate of taxation for public education should be fixed, uniform, and mandatory, the proceeds of the former going into the state treasury for distribution through the county treasury and the proceeds of the latter remaining in each county. The proceeds of the state and county school tax should be distributed first so as to provide as nearly as possible the same minimum of educational opportunity in term, teacher, and equipment in elementary education at least in every school district in every county. After any county shall have levied the required uniform rate for its public schools, it should receive from the state public school fund the balance needed to bring each of its public schools to the same minimum of educational requirement and opportunity.

In other words, equity and the equalization of educational opportunity require that the state and county school funds shall be used first as an equalizing fund. Each legal school district in each county, after paying the same mandatory rate of state and county tax for education, is equitably entitled out of the state and county school fund to the same minimum of educational opportunity, so far as its environment renders this possible. The community or district tax should be voluntary and should be used exclusively for the further improvement of the district school, supplementing what may be provided from state and county funds.

Provision should also be made for voluntarily voting an additional county tax for the further improvement of the county schools. After bearing their just part of providing by mandatory state and county tax-

ation a reasonable minimum of educational opportunity in every school district both the county and the community or district should be free to vote voluntarily such additional tax as they please for any additional improvement of their own schools and should be encouraged to do this by state subsidies and other means for the stimulation of self-help. I believe this threefold method of taxation—state, county, and community—for financing public education is much to be preferred to the single method of state taxation, because it recognizes the threefold obligation, the threefold burden, and the threefold benefit; it stimulates self-help and local responsibility; it appeals to local pride and interest; and it encourages economy of administration.

Except in the few states in which the wealth of the state is sufficient to provide adequately without burdensome taxation for financing properly out of the common state school fund all parts of a complete public school system, it is, in my opinion, wiser to provide separately, and usually by a definite separate tax proportionate to its needs, for each part of the system. This will avoid friction and the accusation that one part of the educational system is being robbed for another part. Harmful criticism and friction are sure to arise, often not without justice, if any considerable part of the school fund is used for secondary, higher vocational and other kinds of education before adequate provision has been made for the elementary schools.

The usual and perhaps the most equitable method of financing secondary and vocational education is by special state appropriations offered as subsidies to county and community schools complying with certain prescribed conditions, based upon duplication of such subsidies by counties and communities by voluntary taxation or donation.

THE FORGOTTEN COMMUNITY

[Excerpts from article by M. L. Wright in *The Charlotte Observer* for October 4, 1925.]

We must stop sacrificing the possibilities of childhood upon a cross of imaginary poverty. Justice demands that the country child be allowed to work out his salvation with an intelligent mind and an enlightened understanding.

I am not particularly interested in wealth except as a means to happiness, but if I were going to prescribe for the future wealth of North Carolina, I would put it in the one word "education." Educate physically, educate mentally, educate spiritually. Roger Babson, the business statistician, says—"The mind of a man is a wonderful thing, but unless the soul of man is awakened, he must lack faith, power, originality, ambition—those vital elements which make a man a real producer."

We need not hope for an enlightened spiritual democracy in North Carolina so long as we spend only one-half as much money on the education of the country child as we spend on the city child. The constitution requires a uniform school system throughout the state. At the present time we have a hundred different county systems ranging from 32 cents on the hundred dollars worth of property to more than a dollar, and in the face of this condition, in most cases where the tax rate is highest, the schools are the poorest.

Under our present system of school taxation we are gathering the taxes where the property is and spending it in many cases where the children "ain't." We have got to "right about face" and gather the taxes where the wealth is found and spend the money where the children are found. The way to do this is to get our schools on a state-wide basis instead of a neighborhood basis.

Four years ago the school system of North Carolina was further developed than her system of highways. Presto! Fruit basket! Now we have, either in reality or under construction, a system of roads that is making North Carolina as famous as ever Milwaukee did Wisconsin. North Carolina has never accomplished anything worthy of notice working under the leadership of crossroads democracy. It is only when we have emerged from the shackles of neighborhood diplomacy that we have been able to make the world sit up and take notice.

North Carolina's progress has been phenomenal only when the state has moved as a whole. The state highway program has given the clearest demonstration of this fact. Just as there were many counties that could not build roads under the old system, there are many counties that cannot adequately educate their children on a neighborhood or county basis due to the unequal distribution of wealth and population.

If North Carolina wishes to make progress—noticeable progress—she must develop as a whole and not as an aggregate number of neighborhoods as has been too often the case in the past. It was only yesterday that we tried to build roads by the county and the township method, and it was only yesterday that we bumped over ridges and wallowed in the mud and we did that over a very restricted territory. We are still trying to run our schools by the road methods of yesterday.

IN THE MATTER OF ECONOMIC ORTHODOXY

[Editorial in *The Greensboro Daily News*, January 31, 1925.]

The orthodoxy of the position taken by Mr. Page in his communication published this morning would no doubt be certified by every competent economist. The credo has been often enough proclaimed in these columns. The state should levy an ad valorem tax on all real

property, or the organic law should provide for taxation on all real property by the state, in order that, security including all real assets, the state's borrowing capacity may be of the highest. It is the assertion of Mr. Page, a reputable authority, that the fact that the real assets of the state are practically sequestrated is costing North Carolina "in most cases 1 per cent" more interest on its debts than other states borrowing in the same market without this limitation pay. The doctrine includes another article whose basis is less definitely established, but the importance of which may be even greater; that every citizen ought to contribute something to the cost of the state government, and since there can be no truer basis of apportionment of this burden than the amount of equity owned in real estate, every citizen ought to pay into the treasury an ad valorem assessment on his land clear of debt, and upon the improvements thereon.

The other proposition to which Mr. Pege directs attention is that where public improvements result in the enhancement of the value of adjacent real property a portion of that enhancement ought to be collected and applied upon the cost of the improvements; a proposition which seems to this newspaper to be of almost axiomatic force.

The doctrine of expediency which denies all these things has flourished in North Carolina like the wicked and the green bay tree. Our own appearance of apostacy, these latter years, is due to an acceptance of the contention that it is necessary to subsidize agriculture. We would not undertake to prove that this is true; we accept it as a working hypothesis. If the theory is correct, it is probably being applied awkwardly, illogically, to the situation as it exists in the state.

This newspaper insists that the government of North Carolina carry on. If the powers that be elect to continue in the doctrine of expediency, the faith that has in the past quadrennium wrought wonders and cast out devils innumerable, let them continue in it; but let them also continue to get results. If it is necessary to return to an economic policy based on logical fundamentals, let them confess that it is necessary, and immediately take steps to get out of the woods and back into the straight and narrow path. But in any event, their business is to carry on.

JUSTICE BUT NO MORE

[Editorial in *The Raleigh News and Observer*, February 11, 1921.]

There are varying opinions as to the most important matter before the legislature. One view is that the road bill is the biggest matter. Another is that the question of higher education is the most urgent subject before the legislative body. But it is doubtful if anything that is before the legislature is more important than the matter of revising the assessments of real property.

Taxation is fundamental. The government, local and state, must be maintained. There is no other way except by making the people pay for it. The part that each man shall pay has always been a bone of contention. Somebody has said that the great battles of the world have always been fought around the question of taxation. Taxation without representation incited this country to war against England so that we would not have any outside influence fixing our tax rates for us. But the battle among the individuals for advantage is as fierce as that of countries against injustice in paying tribute to other countries. It is the old war against injustice. Very frequently the injustice is only imaginary but so long as the victim is honestly convinced that he has been badly used he is a man to be dealt with. A man can forgive an injustice that is the result of a mistake, but he can not forgive an injustice that is repeated after it is shown to be an injustice.

The injustice in revaluation should be eliminated. But there can be no meek submission to the demands of those who are not willing to pay taxes in proportion to their means. *The News and Observer* has been told of an instance where a piece of country property was assessed at $20,000 whereas the owner offered to sell it for $5,000. If those facts are correctly reported of course the owner of the property has occasion for feeling that he has been most unjustly treated. On the other hand we have heard of parcels of real estate which before revaluation were assessed at not more than 10 per cent of what they could have been sold at. In the first instance cited 50 per cent. reduction would not remove the injustice; the reduction should be 75 per cent. in order to get the property down to its correct value. In the other case 50 per cent reduction would be entirely too much and possibly no reduction at all ought to be made.

The controlling principle of revaluation, namely, that all property should be taxed at its real value is unassailable, but Mr. Bailey, of course, was entirely right in saying in his speeches Tuesday that if real property is assessed at beyond its value and personal property is assessed at its market value the owner of real property is discriminated against.

It is urgent that steps be taken to correct all instances of injustice in the appraisals of real estate but it is always to be remembered that often a man cries injustice because he does not want to bear his share of the load and having escaped it in the past does not feel disposed to carry it now.

In the past the small land owner has paid taxes on approximately a 100 per cent. valuation while owners of large property in city and country have paid on a valuation, in some instances, of as low as 10 per cent. Justice should be done but no more.

ARE CHILDREN MORE LOCAL THAN FENCES?

[Editorial in *The News and Observer*, February 7, 1921.]

The question of whether a measure is strictly local or not often admits of reasonable division of opinion. On purely local matters it is quite right for the General Assembly to defer to the wishes of a representative. But what is purely local and what is not? That is the rub.

All liquor legislation was once local in North Carolina but gradually it became state-wide, and then nation-wide, and no representative would now ask for the prohibition law to be suspended in his county, no matter how many petitions he got from his constitutents.

Stock law and tick eradication laws have about completed the same course of history. So much so that in the senate Saturday a senator could muster only six votes in his support of the plea that his county should be exempted from the proposed state-wide stock law.

The same fight has been gone through with in regard to the public school system, and it has been decided that that system is a whole-state affair and not subject to local modifications. The same thing must be true in relation to the school attendance laws which are an integral part of the school system. It is being argued that the enforcement of the compulsory school laws, specificially and deliberately made state-wide by the legislature of 1919, is a local matter and that the machinery for its enforcement, as well as for the whole system of care for dependent, neglected and delinquent children, should be abolished in any county whose representative chooses to ask for such action as a "purely local measure."

Are needy and neglected children more local than fences or no fences? The truth is that all these measures grow with the times and fewer and fewer questions are purely local because the people of the State are every day being knit closer and closer together. No needy and neglected child is now a local question because the state has declared itself over and over as responsible, and the people have not forgotten the burning words of Charles B. Aycock when he declared from a thousand stumps that the state would see that every one of its children would have his chance, no matter where he lived or what his circumstances.

The need of the children is the most universal and important call we have.

BAD BUSINESS

[Editorial in *The Greensboro Daily News*, August 26, 1920.]

The Daily News is regarding the matter wholly from a business standpoint, and Commissioner Maxwell isn't. The business of government is to make human life and rights safe and to promote happiness; in doing this it also protects private property. Private property

should support government. All property under any division of government should pay its exact and equal contribution to the support of that government.

In exempting all property in the state from any tax whatever for the support of the state government for this year the General Assembly has, *The Daily News* believes, been moved by political considerations. It may be contended that it is putting into effect a separation of sources of revenue which has been demanded for many years by many tax reformers. Even so, looking at the matter from a purely business point of view, this is simply to lose millions of dollars of revenue that might just as easily have been obtained as not, that is sorely needed by the state's institutions, and that could have been collected in such small sums out of each $100 worth of property that the average man could have no cause whatever for complaint. We believe that a tax of three cents, five cents, or even more, would have been just as effective an argument for the majority as no tax at all will be; but regardless of that, this year of all others the new system should not have been put in force.

There is no one to deny that the state years ago appropriated what was then considered a large sum of money to the state's educational institutions. There is no one who will deny that they needed all of it then. There is no one who will deny that their needs have since greatly increased, nor that conditions have taken the value out of that appropriation, so that the institutions are now in worse condition—as compared with their needs—than they were at that time.

And that is just one item of many proving that the tax act just passed at Raleigh is bad business. And bad business ought to be bad politics.

BOLD EDUCATIONAL LEADERS

[Editorial in *The Charlotte Observer*, November 9, 1925.]

Official educational forces in the state have faith in the state's resources. They not only want an eight-months' term, as a minimum, but they want more normal schools to reduce the number of non-graduate teachers, and to this end would have the state build one million-dollar normal school a year for five years. And what they ask in the way of additional educational facilities is not too much, if we are to squarely face the necessities of the day, and, for one, *The Observer* stands in admiration of what the public might regard as "nerve" on the part of the leaders. The state of North Carolina is abundantly able to provide facilities to improvement of its common school system, and if the State Education Association does not go to sleep on its contracts, it may find these of progressive consumation. "Extravagance" does not obtain in North Carolina administration circles, but if the people would countenance a bit of extravagance in any department, it would be in that which has the educational welfare of the youth in hand.

References—Negative

[Editor's Note: Under the heading "References-Negative" there are included only articles in which conclusions are expressed opposing the levying of a state tax on property.]

NOTES ON TAXATION IN NORTH CAROLINA

[Excerpts from thesis of T. C. Taylor entitled "Notes on Taxation in North Carolina with Special Emphasis on the General Property Tax," submitted to the Faculty of the University of North Carolina, June, 1922.]

We now come to the greatest landmark in our taxation history, namely the constitution of 1868. We have seen, in the period just hastily reviewed, that the general property tax has been of gradually increasing importance. In the instrument which we are about to consider it is imbedded as the very basis of our revenue system. That part of article V which provides for the taxation of general property follows:

"Laws shall be passed taxing, by a uniform rule, all moneys, credits, investments in bonds, stocks, joint-stock companies, or otherwise; and, also, all real and personal property, according to its true value in money. The General Assembly may also tax trades, professions, franchises, and incomes: provided, that no income shall be taxed when the property from which the income is derived is taxed." *

Clause of exemption. "Property belonging to the state, or municipal corporations shall be exempt from taxation. The General Assembly may exempt cemeteries and property held for educational, scientific, literary, charitable, or religious purposes; also wearing apparel, arms for muster, household and kitchen furniture, the mechanical and agricultural implements of mechanics and farmers; libraries and scientific instruments, or any other personal property to a value not exceeding three hundred dollars."

The constitution also provides (art. V.—sec. 1.) that the poll tax shall always be equal to the tax on $300 worth of property. This clause, known as the equation of limitation, was probably a product of several influences, chief of which may be listed the following: (1) equation or proportion between the poll and property taxes which had begun with the bachelor's tax in 1783; (2) It was designed to protect the property-holding whites of the state from newly enfranchised hordes of negroes and the reconstructionists who had set an example of extravagance and corruption during the years immediately following the conclusion of peace.

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* This provision was abolished by an amendment passed in 1920 giving authority to the state to tax net incomes from all sources above exemption of not less than $2,000 for married men or widows or widowers, having dependent minor child or children, and to all other persons not less than $1,000.

From the time of its adoption until the most recent years, the general property tax has turned into the treasury more than two thirds of the total amount of revenue raised for state purposes, and when it was finally abandoned in 1920 (in favor of the income tax) there was wide-spread apprehension lest the new and ambitious internal improvements and educational program of the state would suffer.

The scheme of property taxation in use from 1868 to 1920 may be treated under two main heads: 1. The revenue laws passed every two years, and 2. The machinery acts which gave these laws effect. Obviously it would be tedious repetition to take up all these laws in detail, but a few significant points, generally characteristic of them all, must be noted. In the first place, there has been a gradual increase of rate on all the subjects of taxation since 1868, as shown by the table below:

Year	*Poll Tax*	*Property Tax*
1870	$1.10	20 cents
1875	.95	29 2/3 cents
1879	.72	18 cents
1885	.75	25 cents
1891	.75	25 cents
1895	1.29	43 cents
1901	1.29	43 cents
1905	1.29	43 cents
1911	1.29	45 cents
1917	1.43	49 2/3 cents
1919	1.43	47 2/3 cents

It will be noted that in the years 1870, 1875, 1879, and 1911 the equation between the poll and property tax was violated. Almost one-third of the revenue acts passed since 1868 have been in violation of this constitutional provision. In the June term of the Supreme Court, 1869, by the opinion handed down by Justice Rodman in the important case of R. R. v. Holden, (63 N. C., 416) it is held as "too plain to admit of argument that the intent of this section was to establish invariable proportion between the poll tax and the property tax, and that as the former is limited to two dollars on the poll, so is the latter to two dollars on the $300.00 worth of property." It is an interesting commentary on the intelligence of our legislatures that they would persist in butting their heads against a constitutional stone wall as patent as the above. In those years when the equation was violated the corresponding sections of the old law continued in force.

There has been an increase in the total value of property listed, subject to taxation, which corresponds very closely to the increase in rate. The comparative table, taken from the auditor's reports for the respective years, shows this increase very clearly:

Year	*Total Value of Property Listed*
1875	$ 152,246,023
1880	169,916,907
1885	202,752,622
1890	216,872,374
1895	230,861,131
1900	261,449,879
1905	461,520,668
1910	617,690,386
1915	890,917,321
1919	1,227,685,291
1920	3,510,405,076

The system of assessment, as provided for in the "machinery acts," is that known as "listing system." Every four years the board of commissioners for each county appoints "three discreet freeholders" in each township who "ascertain the true value in money of every tract or parcel of land or other real estate with improvements thereon and personal property.' Every owner of property must appear before the list-takers and give in a list of his property, and the following items must be included:

1. Quantity of land owned in township. 2. Horses, mules, jacks, jennies, goats, cattle, hogs, and sheep, separately from the true value thereof. 3. Farming utensils, tools of mechanics, furniture, firearms, provisions, libraries, and scientific instruments, separately, with the value thereof. 4. Money on hand, including all funds invested within thirty days before in United States bonds or other non-taxable property. 5. The amount of credits, including interest, whether in or out of the state. Bank deposits and property in the hands of commission merchants are deemed credits. If any credit be not regarded as entirely solvent, it is given in at the market or current rate. The party may deduct from the amounts of the credits owing to him the amount of collectable debts owned by him as principal debtor. 6. Building and loan association stock. 7. Money investments, stocks, and bonds of whatever nature except the bonds of the United States or of North Carolina, and such other bonds as may have been expressly exempted from taxation by law in this state. 8. All other personal property whatever. 9. The gross income of the party the twelve months preceding, not derived from property already taxed, and also income beyond one thousand dollars, derived from salaries or fees or both.

The law also provides that the tax payer must swear that the list handed in by him contains all the property he is required to list and that the values set by him are true valuations. The sheriff is the officer of collection and the early statutes of the period we are considering contained literally hundreds of acts "for the relief of the sheriff

of X county" who had to have the sanction of the legislature before he could proceed to the collection of taxes by force. It finally became the custom for the legislature to pass a blanket "relief" act covering all cases. In 1897 a new instrument for the collection of taxes was introduced in the form of imprisonment, but proving impracticable, it was repealed in 1899.

Dr. Hamilton very well sums up the effects of the constitution of 1868 on taxation: "Regarding taxation, the constitution provides that the proceeds of the capitation tax should be applied to education and to the support of the poor. Provision was made for the payment of the interest on the public debt and for the creation, after 1860, of a sinking fund for the payment of the principal. The General Assembly was prohibited from incurring any indebtedness until the bonds of the state should be at par, except to supply a casual deficit or to suppress insurrection, unless there was inserted in the same bill a provision for the levying of a special tax to pay the interest annually. The General Assembly was also forbidden to lend the credit of the state, except to railroads which were in process of construction at the time of the ratification of the constitution or to those in which the state had a financial interest, unless the question was submitted to a direct vote of the people. It also provided that every act levying a tax should state its object and the proceeds could be supplied to no other purpose."

And again, if we are to understand the meager revenues and low rates which characterized our financial legislation from 1868 to 1900, we must remember the economic condition of the state. And this is a story of extreme poverty for most of the population, neglect of education and internal improvements, and financial retrenchment. The south was virtually bankrupted by the war, and North Carolina was of the south. The University, for instance, was forced to temporarily close its doors because of the economic prostration referred to above and the crippled state of the finances of the institution itself. The public debt hung like a pall over the people and discouraged all financial undertakings. Graft of every kind was general and in the absence of actual dishonesty there was usually gross extravagance in the administration of public affairs. Education languished and the state settled back into a drowse of backwardness and poverty. It was to take an Aycock, who had in some way fallen heir to the old populistic strength, to stir it from its lethargy.

In 1901 the corporation commission was created also the state tax commission with duties which may be summarized as follows:

1. To confer with and advise assessing officers as to their duties, etc., to institute proceedings for enforcement of penalties; to prefer charges. 2. To receive and investigate complaints as to fraudulent assessments, and in this work it may have assistance of the attorney-general. 3. To

visit the several counties of the state annually and hear complaints; to enforce compliance with law and punish violators. 4. To require necessary annual reports from state and county officers. 5. To make investigations and inquiry concerning revenue laws and systems of other states; to recommend to the legislature such changes and modifications of state and revenue laws as may seem proper. 6. To report to the legislature the amount of taxes collected for all purposes; to make annual report to the governor. 7. To exercise general supervision over tax listers and assessing officers.

The county lists are to be subject to its inspection, and the board or a member thereof may hear and determine as to proper assessment. It may order a general review of the tax lists.

The advent of Aycock with his extensive program of free public education marks the end of an old and the beginning of a new era in our taxation history. The necessity of increased revenues could not for much longer be ignored, and this inevitably involved radical changes in the system. The inelasticity of the old system was shown by the tacit adoption of valuations so low that the rate quickly became high, with the result that for many years the per capita revenue of North Carolina was next to the bottom, that of South Carolina alone, of all the states, being smaller. And this "while vital economic and social needs remained unsatisfied or sought the dangerous expedient of bond financiering." Taxation was not uniform, the test of ability to pay was not applied, and the system advertised the state as poor and helped to perpetuate the old feeling of poverty among the people. One of the most criticized features of the whole system was the mode of taxation of incomes. The constitution of 1868 provided that only those incomes should be taxed which were derived from property on which no tax had been paid. This resulted in the insignificant incomes of laborers being subject to the taxing power of the state while the larger—sometimes tremendous—incomes of employers were exempt.

Finally in 1913, the legislature appointed a commission to study the situation and report at a special session in 1914. Some of the findings of this commission are significant: "Under the existing system the burden of the tax falls on the small property owner—the large holdings of cash in banks, solvent credits and bonds are notoriously untaxed—The burden falls upon the land and the small property owner." It was necessary to "issue bonds to meet current expenses." On the basis of this report several constitutional amendments were submitted but, depite the apparent support of both political parties as well as the independent voting elements, these were defeated and reform once more thwarted.

The situation was slightly relieved in 1915 by a policy of equalization between counties which put a larger part of the burdens on those

counties which before had been under-assessed. Also unexpectedly large returns from franchise and inheritance taxes so swelled the income of the treasury, that for the first time in twelve years the current expenses were met by current receipts with a small net cash balance in the treasury.

However, it was recognized that this relief was more apparent than real, and at best only temporary, and that the traditional policy of patching up the old measure and trifling would have to be abandoned as a condition to state progress. Therefore, in 1917, the General Assembly authorized the appointment of a commission which was to make a study of the whole situation and report at the next meeting of the legislature. Included in the membership of this commission were W. T. Lee, new chairman of the tax commission, A. J. Maxwell, and the Governor. In the meantime the amendment requiring a six-months school term had been adopted by the people and this meant largely increased expenditures. The rise in prices also caused the state's income to shrink proportionally and the institutions of higher learning, dependent for their support on state aid, were beginning an offensive looking towards larger appropriations, so that it was patent to all that something had to be done. Aside from this was the general realization that the wealth of the state had increased tremendously in late years and that the manufacturing interests were not paying their proportionate share of the taxes.

The substance of this report was presented to the legislature by Governor Bickett, the chief provisions of which are summarized by Pearson as follows: "Aside from certain emergency provisions, they looked to a 'better permanent system of taxation.' They embraced constitutional amendments under which 'it is believed that . . . the state will be able to raise all revenue for state purposes without resorting to any property tax. This would leave all the real and personal property to the counties and towns and would wonderfully help in bringing about a fair valuation of properties for purposes of taxation, and would also tend to solve the vexing problem of equalization.' They embraced also the budget system. 'No General Assembly can levy taxes intelligently in the absence of a reasonably accurate knowledge of what the state's liabilities will be for the ensuing two years.' "

REVALUATION

The General Assembly then, led by Doughton in the house and Gray in the senate, both chairmen of the finance committees, passed what has since become known as the Revaluation Act, the chief provisions of which, briefly are as follows:

1. Property to be valued, how. According to worth in money. Assessor to take into consideration location and natural resources.

2. Depreciation or appreciation. Both to be considered from any factor. Appreciation from material or labor costs not to be computed on basis of war prices. Normal, or stable, value basis of estimate on land.

3. Time of assessing. Real property valued as of May 1st, 1919, and such valuation holds for 1920, 1921, 1922, and 1923. Personal property listed as of January 1st of each year.

4. Organization of system for revaluation: state tax commission, ten district supervisors, county supervisors, assistants to county supervisors, county appraisers.

5. Powers and duties of state tax commission. The highest tribunal and executive body of system. Complete power over subordinates.

6. Listing, when to be completed. My May 1st, 1920, and each year thereafter.

7. Equalization and revaluation. Tax commission given authority of board of equalization. Authorized to investigate county lists; to file monthly statement with budget commission, etc.

8. Rates. Increase in general property tax for 1920 not to exceed by more than ten per cent tax for 1919.

RESULTS OF REVALUATION

The results of this unprecedented piece of legislation are both encouraging and disappointing. In the report of the state tax commission to Governor Bickett, for the year 1920, is found this significant comparative statement, showing the vast increase in the amount of property which the new law made subject to taxation.

	(*1920*)	(*1919*)	(*Increase*)
Real property	$1,981,563,494	$506,808,394	$1,474,755,100
Personal property	803,371,108	426,062,907	377,208,201
Cotton Mills	205,581,304	58,266,591	147,314,713
Woodworking and Furniture Factories	24,728,628	8,053,188	16,675,440
Knitting Mills	19,972,015	7,102,454	12,869,561
Cotton Oil and Fertilizer plants	5,961,462	2,357,209	3,604,253
Grain Mills	1,745,105	711,187	933,918
Vehicle Mfgrs.	1,240,670	427,666	868,004
Banks	35,247,693	21,255,863	13,991,830
Tobacco Companies	93,787,174	39,543,007	54,244,167
Miscellaneous	9,302,788	3,303,095	5,999,385
Corp. Excess	20,832,385	20,000,000	832,385
Power Companies	56,484,094	8,331,112	48,152,982
Railroads	250,587,158	125,417,618	125,169,540

The most surprising item in the list, according to this report, is the "discovery" of 1,032,290 acres of land which was contributing no part to the public expense. Some striking totals follow:

Increase in personal property listed	$397,489,018
Increase in solvent credits listed	124,490,338
Increase in number polls listed	20,754
Increase in taxable incomes listed	20,931,017

SUMMARY

Theoretically there seems to be but little wrong with the revaluation law. Its purpose Governor Bickett stated in his usual incisive and epigrammatic way as "an effort to make the tax books tell the truth." Yet, like so many other reforms, revaluation undoubtedly came at the wrong time. Conditions were disturbed due to the post-war readjustment. Because of the low prices received for almost every product of the farm in the years 1920-21, particularly cotton and tobacco, there was genuine hardship and distress in many of the rural sections of the state. A feature of the law which brought forth a flood of criticism was the provision fixing January 1st as the time for listing personal property. This provision, opponents claimed, caught the farmer at the time when his stores were greatest and had the tendency to cause him to dispose of his crops at the beginning of winter to avoid paying taxes on them. Again it was claimed that the central intent of the law in the first place was to increase the burden and volume of taxes, and as proof of this contention there was cited the failure of the General Assembly to pass a proportionately lower limit than the one in force in the past. In view of the ten per cent maximum increase provided for it is doubtful if this objection rests on a sound basis.

But be that as it may, one of the first acts of the Morrison administration was horizontal reduction of values and the shifting once more of the center of gravity in the system of assessing from the tax commission at Raleigh to the county commissioners at the various county seats. In 1920 the general property tax for state purposes was abandoned altogether, the state depending for the greater part of its revenue on an income tax. This left the taxation of property in the hands of the localities and achieved a partial segregation of revenue sources for state and county or municipal purposes. This necessitated the amending of the constitution of 1868 which provided that no income should be taxed which was derived from property on which a tax had been paid and which provided for the substitution in lieu thereof the following: "Provided the rate of tax on incomes shall not in any case exceed six per cent (6%), and there shall be allowed the following exemptions, to be deducted from the amount of annual incomes, to-wit: for a married man with a wife living with him or to a widow or widower

having minor child or children, natural or adopted, not less than $2,000; to all other persons not less than $1,000, and there may be allowed other deductions (not including living expenses) so that only net incomes are taxed."

Thus is admitted what informed authorities have always held, namely, that the general property tax is a failure and that the income is much better on the basis of a person's ability to pay than on the property, which may or may not be yielding returns. The reasons for the final abandonment of the general property tax in North Carolina for state purposes may be summed up under the three following heads:

1. *Lack of uniformity.* From the very nature of our system inequality of assessment was bound to result. According to the reports of the tax commission, it was found impossible in the same county or township to get even the real estate appraised on a basis of uniformity. The human element enters in. The assessors follow caprice or custom; if a piece of property worth $5,000 is on the books at $1,500 it is likely to remain at that figure, and the converse of this is almost equally true. The attempt of the revaluationists and former attempts to set up a board of equalization admitted this defect, fundamental and inherent in the general property tax itself, but the remedy met with indifferent success.

2. *Incentive to dishonesty.* One of the main reasons for setting January rather than May as the date for listing property under the revaluation law was to curb the practice of temporarily transferring property, particularly tobacco, to Virginia, and by this means avoiding payment of taxes on it. The North Carolina and Virginia laws are so coördinated now that this expedient of the tax dodgers seems in a fair way to being abandoned. But there are other and less clumsy ways in which personal property can be made to escape taxation. Whole classes of personality are exempt from the state taxation entirely; imported merchandise in the original package; United States bonds, notes, checks, and certificates; property *in transitu;* state bonds, etc. The temptation to convert ordinary property temporarily into these classes and thus avoid payment of taxes is often too great to be resisted. The law, particularly as it stood prior to 1920, actually held out inducements to individuals to practice fraud.

Again, where the taxpayers are required to fill out a blank under oath covering every item of their property, the inducements to perjury are extremely great. This is especially true when it comes to debt exemption and the listing of other intangibles where the tax payer is not likely to be caught up with if he makes misrepresentations. And even the honest tax payer cannot concede his obligation to pay other men's

taxes. Governor Bickett inveighed against the system which was "undermining the moral fiber of our people and turning us into a generation of liars."

The experience of other states with the general property tax bears out this conclusion. The tax commission of New Hampshire declares it to be "corrupting and demoralizing," that of Illinois asserts that the system is "debauching to the conscience and subversive of the public morals—a school for perjury promoted by laws." Indeed the authorities are agreed, and the evidence contained in the official documents conclusively proves, that instead of being a tax on personal property, "the general property tax has in effect become a tax on ignorance and honesty." *

3. The discussion under (2) suggests the third fundamental objection to the general property tax, namely, *lack of universality*, or failure to reach personal property. This phase of the system has been discussed so much and the defect is to patent that no lengthy discussion of it is required here. One reason why personal property is so hard to reach is the intangible and highly complex forms in which it often exists. It includes money, public obligations, that large amount of property represented by corporation securities, the ever-increasing products of agriculture and industry, and that whole vast mass of wealth devoted to consumption.

ADDRESS OF GOVERNOR M'LEAN

[Excerpts from the inaugural address of Governor A. W. McLean, of North Carolina, delivered January 14, 1925.]

I favor progress in education because it is the foundation stone of our civilization. The classic utterance of a great North Carolinian: "A democracy cannot be built on the backs of ignorant men," sounded an everlasting truth.

We have long taken to heart this great lesson, so that today our system of public education is the delight of our citizenship and the glorious hope of our future progress. We should carry on this program, because it means advancement, development, democracy.

In the rate of progress made in public education in the past 25 years North Carolina has outstripped every state in the country, yet we are forced to admit that education is still the most pressing need of our commonwealth.

The fundamental factor in our system of education is the public school system, because every process of educational development must begin at the bottom. Therefore, we need to stress more and more the work of our elementary and high schools.

If I should be asked to say what I found to be the outstanding needs in North Carolina, as I visualized them during my travels covering some

* Seligman.

40,000 miles in 88 counties in the past 12 months, I would unhesitatingly reply: agricultural improvement and rural betterment. If I then should be asked to suggest what I considered the prime remedy for supplying this need, I should say: more education in this connection, I mean training in scientific and practical agriculture.

Must Give Equal Opportunity

The principal requisite in our present educational system is to equalize the school facilities of the rural children, particularly those who live in the less wealthy counties, so that we may provide equality of opportunity in educational advantages for all children in the rural districts as fast as it is possible to do so. I hope the day will soon come when every boy and girl in the most remote rural sections of the state will have the opportunity for at least a high school education. We must constantly strive to reach this goal.

The Church and School

The two great agencies for rural betterment are in the church and the school. Working coöperatively in the communities they produce an invincible duo.

Considered from an economic standpoint, North Carolina is today in the relative position of a great business enterprise which has made very large outlays in the expansion of its plant facilities, including an extensive system of transportation, for the purpose of contributing more fully to the general well being of the people of the state.

To understand the many great problems involved one must visualize the tremendous investment which the state now has in its various agencies of government, some seventy-five in number, including administrative departments, educational and charitable institutions, and judiciary, fiscal and highway departments, penal institutions and other commissions and bureaus which are engaged in carrying on the various activities of government. All of these constitute a great business machine with probably a greater number of varied and complex problems than many of the greatest business concerns in the United States. It is needless to remind you, the problem of supervising this great organization is becoming more complicated and difficult all the time.

Honest Government

The ultimate goal for which we should constantly strive is to see that the government is administered honestly, wisely, efficiently and economically.

One other important factor that should be taken into consideration in connection with every effort to reach this goal, is that indebtedness, as well as the cost of government, in the United States has increased at a tremendous rate in the last decade. North Carolina presents no exception to the rule in this respect.

The total indebtedness of all counties, cities and other local sub-divisions in North Carolina on June 30, 1924, was approximately $185,000,000, and it is estimated that this sum has increased in the past six months to approximately $210,000,000. Perhaps nine-tenths of this large sum was incurred in providing school houses, streets, electric lights, sewerage and other public improvements. The total indebtedness of the state itself at the present time, including bonds, short term notes and overdrafts representing the accumulated deficit in operating revenue, is approximately $110,000,000. The greater part of this debt has been incurred in the past four years for highway construction and permanent improvements at our educational and charitable institutions. It will be seen, therefore, that the total debt of the state and all of its subdivisions is now more than $300,000,000.

The State's Debt

Our county and municipal debt is not above the average of that in the various states of the union. It is only in our state debt that we rank near the top—only two states, New York and Massachusetts, having a larger debt than ours. The bulk of the state debt has been incurred in the building of the state highway system, which is usually termed self-supporting because sufficient revenue is produced from the operation of motor vehicles to maintain the system, pay the interest on the principal debt, and provide a sinking fund for its retirement at maturity.

While this may be true, it is obvious to every intelligent person that North Carolina has, within the last few years, increased her bonded debt at an unprecedented rate.

Approximately $90,000,000 of indebtedness has been incurred by the state for permanent improvements within the last three and a half years. The bonds representing these expenditures have been put on the market with a degree of rapidity which in unparalleled in the history of state financing. This is a prime factor which should not be overlooked when we come to determine upon a fiscal policy for the immediate future.

Naturally, any program of expenditures for government should be predicted upon the theory that the industrial resources of the state justify such expenditures. It is an economic principle as old as taxation itself that taxes must be levied according to the economic ability of the citizen to pay. If taxed too heavily, the efficiency of government is destroyed. Public service becomes first a handicap and then an intolerable burden. Confidence is weakened and coöperation made impossible.

It is evident to the most optimistic among us that the state cannot continue to issue long term bonds for permanent improvements upon anything like the scale that has been practiced in the last four years.

Economy and Efficiency

So it seems to me we have come to the threshold of a new period in which we should spend less money and give closer attention to economy in government administration. This will give us time to get our true bearings, contemplating the whole state as a unit, to consolidate the gains we have accomplished and to capitalize and put on a sound operating basis the permanent investment we have made. In my opinion this can best be done by increasing the operating efficiency of each branch of the government so as to produce maximum service at minimum cost.

The wise traveler tarries for a little while at the inn which stands by the wayside to refresh himself and conserve his strength for the next day's journey. Let us follow this example by resting for a little while on our journey for the purpose of refreshing ourselves and starting again with a fresh impulse and renewed strength in the form of increased wealth and tax-paying power, in order that we may reach the end of the journey in safety.

The value and popularity of our highway system has been fully demonstrated. The highways constructed under this system have contributed in a major degree to the wonderful development of our state. Nothing would be more gratifying to me than to be able to urge at this time a continuation of the policy of rapid construction of state highways, to the end that the system, now far from complete, may be quickly finished.

I entertain a very ardent desire that this should be done, even though it would require further large expenditures, but with such knowledge as I have been able to obtain in regard to the fiscal affairs of the state, I do not believe such a course wise or safe. The solemn duty I owe to the people requires that I should state frankly the policy I believe should now be pursued. It is this:

Should Apportion Funds

As soon as we shall have made a complete survey of the state's financial condition and have determined the amount of additional bonds that can be safely issued at the present time for all permanent improvements, including the construction of state highways, we should apportion the aggregate amount thus determined among various causes, keeping ever in mind the most pressing needs of the moment. Under such a plan, the highway system, no doubt, will receive the bulk of this apportionment, because the applicable current income will be ample to serve the bonds and maintain the highways.

It has been suggested that there are other ways than bond issues whereby additional funds may be obtained for highway construction.

For example, the current revenues derived from present sources of taxation, after providing for maintenance, interest and sinking fund requirements, may be used to supplement the amount available from federal appropriations and state bond issues.

Most of the states are providing all their funds for highway construction in this way.

There is one point upon which there can be no division of opinion.

We must provide a way to duplicate the federal appropriations. Furthermore, I am hopeful that we can arrange to defray the cost of constructing such additional highways as will round out and bring the present system into a better balance.

Wants to Go Forward

I have never had any patience with either a retrogressive or a standstill policy, and those associated with me for more than 30 years will, I am sure, bear me out when I say that if I have any peculiar genius it is for progress—in planning and building for larger and better things.

But, in view of the existing situation, no man who sincerely loves his state will deny that sound business judgment now requires the exercise of great caution in making further expenditures financed through long term bonds.

Some additional expenditures will have to be made to round out the present highway system, to complete necessary improvements at some state institutions, to finance the soldier's loan scheme, and probably short term bonds must be issued to refund the accumulated deficit in the operating account.

I am now unable to make any specific recommendations in respect to this matter, because I have not yet had full opportunity to consider what can and should be done within the bounds of business prudence and safety to the delicate structure of the state's credit. It is my purpose to make a most careful study of the report of the budget commission, the needs of all the state's institutions, the general fiscal condition of the state, as I have indicated, and then to present definite recommendations to the General Assembly as to what further program of financing permanent improvements, including highways, the state can afford to undertake at the present time.

Tax Burden Too Great

The tax burden in North Carolina has increased rapidly, which, of course, was inevitable with the state, the counties, and all other subdivisions engaged in a program of expansion and development.

The present system whereby land and personal property are taxed by the local authorities for local purposes only, and the state's revenue

derived from taxes on incomes, inheritances, licenses and franchises, is the declared fiscal policy of our state, and has been generally approved by our people.

Although the average tax rate in North Carolina is lower than in other states, taxes on both land and personal property are too high in many counties and municipalities in the state. This is true because the average in wealth in North Carolina is below the average for the other states of the union, because of the lack of uniformity in the valuation of land for taxation, because of the failure to list for taxation much intangible property, and because of the unequal distribution of wealth by counties.

To remedy this situation the General Assembly should make a survey of the present system of local taxation and enact general legislation for the purpose of eliminating, as far as possible, these defects.

It must be manifest to those familiar with existing conditions that additional funds must be provided to furnish sufficient operating income, and this will require the present General Assembly to give earnest and thoughtful attention to the revision of the revenue laws for the purpose of providing necessary additional revenue.

Why More Revenue Is Needed

The need for more revenue is due to several causes, among whicch may be mentioned, first, the expansion of our charitable and educational institutions through bond issues requiring large additional revenues to meet interest charges on the bonds and provide a proper sinking fund; second, to the consequent and large increase in the number of students in our educational institutions, as well as the number of inmates in our charitable institutions, thereby proportionately increasing the operating expenses of these institutions; third, to the deficit which has accumulated on account of failure to provide sufficient funds for current operating expenses during the past few years.

I desire to say in this connection that I am opposed to levying any tax for state purposes upon real or personal property. It must be apparent to every thinking man that real estate, especially farm lands, is already bearing a heavy burden in many counties, a burden none the less heavy because incurred for local taxation and local schools.

Diligent effort should be made to devise some plan in coöperation with the local authorities to reduce excessive tax rates now prevailing in the less wealthy counties. An increase in the equalization fund distributed by the state to aid such counties in maintaining their public schools would help materially, but reduction in the cost of county and municipal government is most important.

GOVERNOR MORRISON'S MESSAGE

[Excerpts from the message of Governor Cameron Morrison to the General Assembly of North Carolina, January 28, 1921.]

Having called your attention to the larger problems of the state in my inaugural address and urged your attention to them in a manner in which I believe the people have authorized me as their spokesman to do, I now desire to make more particular recommendations upon one of the subjects discussesd in my inaugural address, of which I gave notice on that occasion.

I refer to the subject of taxation for the support of the state government. I believe I have been peculiarly authorized to speak for the people of the state upon this most important subject, and I therefore speak with confidence that I voice the carefully formed judgment of the people; we ought not to levy any ad valorem taxation whatever for state purposes; and should completely release to the counties and towns and cities their source of taxation; but we ought to levy sufficient taxation, other than ad valorem, to discharge the high duties of a great and progressive state and to administer our state government in rigid economy, though in unquestioned efficiency. Prolonged discussion and consideration of the subject has resulted in a fixed judgment by the people of this state that ad valorem taxation for state purposes is the most difficult of all taxes to levy and collect in equity and justice and that it is also the most expensive to collect; that it is no longer necessary for state purposes and that the counties and towns and special tax districts of the state require all the revenue which can be justly and constitutionally levied through ad valorem taxation upon the property of the state.

Tax Upon Principal Property

I do not deem it wise to occupy your time with arguments and discussion, because I feel sure that this question has been discussed for so long and with such thoroughness that anything I could say would largely be repetition. We now know that ad valorem taxation is a tax upon the principal property of the people and that when levied by uniform rule it frequently bears most burdensomely and unjustly upon those least able to pay. A tax upon property necessarily reaches those who by reason of age, infirmity, youth or sex have little earning capacity and although possessing some property, need all the income to be derived from it upon which to live. These non-earning classes although small property holders may have such small incomes that they are utterly unable to bear heavy taxation and the state must either tax them oppressively or decline to do many things which the state ought to do and is fully able to do, rather than oppress the weak and non-earning property owners with additional taxation. The tax which the counties, towns and cities and other communities will levy upon the principal property of the people, will require all of the taxation which it is either wise or

just to levy upon property in this state. Government is becoming more and more expensive because it is properly doing more and more to improve and protect the people. The necessary county and town expenses are great, but the people from this local government obtain more benefits than in the past, and more than are received in any other country in the world. It is, therefore, necessary, unless we are going to retard the progress of our people, to allow the towns and cities and counties of the state larger revenue.

State Can Raise Enough Revenue

But because we are about to adopt a new system of taxation under which ad valorem taxation will be released to the counties and the towns and cities, we must not conclude that the state will be unable to raise by constitutional and just taxation all the revenue which it may need for the purpose of sustaining the institutions established for the care and maintenance of its unfortunate and defective people; to support its institutions for higher learning and to discharge all of the duties of a great commonwealth. We can tax the people of the state not only as much without ad valorem taxation as with it, but with greater justice to all classes. There is absolutely no reason why we should not raise through taxation all the money necessary to pay the interest upon a sufficient issue of state bonds to make the permanent improvements necessary at our institutions for the care of the unfortunate and defective of our state and at our institutions for higher learning, and to defray the current annual expenses of an economically administered state government.

Budget Report Should Not Bridle

There should be no extravagance or waste in this state, either in the permanent improvements made at our state institutions or in the annual expenses of their maintenance, and certainly there should be more rigid economy in the administration of our government, not only at these institutions, but in every department of it. No set of men had any right to anticipate what the income of North Carolina would be through taxation for the next two years. The progressives of the state had just won a great victory. We were pledged to progress. We had amended our state constitution upon the subject of taxation. We had cleared away the obstacles and made ready to take care of the state's unfortunates and to make our institutions for higher learning worthy of the age in which we live. What the representatives of this new day in North Carolina would do could not be calculated by a budget commission, and we ought not to be bridled by its recommendations. We ought to exercise the credit of this state, not merely to give to our institutions for the unfortunate and defective and our institutions for higher learning what we must give to save ourselves from positive dis-

grace and shame, but what a wise statesmanship and a great and progressive civilization suggest as wise and, without waste, necessary to accomplish the noble purpose aimed at through these institutions. We do not want to move and have our being as a crippled, weak and halting state, but we want to stand up like a mighty giant of progress and go forward in the upbuilding of our state and the glorification of our God. The man who whispers: "Go slow, we haven't got the money"; "The people won't stand for any foolishness," is asleep and does not realize that North Carolina is determined to make our government strong for the protection and upbuilding of our people.

Hard Surfaced Highways

We must not only take care of these noble institutions, but if we are true servants of the people, we must build a system of hard-surfaced state highways in this state and cease to waste money in building mud roads.

The people demand that this whole program shall be carried through, and fully know that they are amply able to do it, if they can get their public servants to enact the legislation necessary. If they did not want these things done, why did they elect me Governor of North Carolina? For I advocated the whole program in the primaries and in the general election, from Swain to Pasquotank. How can we raise the money with which to pay the interest for the public improvements and the current expenses of the government? There is no difficulty about it if we will get away from the idea that the only thing we can justly tax is the property of the weakling and the widow, and realize that the modern sense of justice in taxation suggests less of the burden upon the principal property of the people and more upon annual income, profits and business.

The United States government for some years has been levying and collecting the largest tax bills ever levied and collected on earth, and not one dollar of it is upon an ad valorem basis. It collected from North Carolina last year more than one hundred and sixty millions of dollars, and every source of taxation used by the United States government is available to the people of this state. Of course, as state taxation, some of it would be most unwise and I would not for one moment advise some of the taxation levied by the United States government, but we could levy it and besides tax other sources not touched by the United States. The proper committees of the General Assembly ought to ascertain what revenue North Carolina needs to pay the necessary interest upon the money which can be found without oppression or injustice to anybody. We can tax every business and trade in North Carolina and classify the trades and businesses. We can tax incomes; we can tax annual profits; we can levy franchise and inheritance tax,

etc. Our difficulty in finding revenue through just taxation is nothing like so great as it is to find public men with the courage to go forward and levy it.

No Need for Extra Taxation

We can construct a system of highways in North Carolina without increasing the taxation now paid one dollar by simply adopting the modern conception of progressive government; borrow the money, and use the automobile tax to pay the interest, and realize that maintenance and upkeep is not a new burden, but will be a smaller one than is now borne by keeping up the mud holes of the state called roads. We ought not to waste one dollar of this money building or keeping up dirt roads in the state; our revenue to defray our other interest charges and current expenses should be levied upon the subject now taxed, and in income tax, and if necessary taking exclusively to the state some of the license taxes now allowed towns and cities and counties. The income tax is the fairest of all taxes when rightly levied. In my judgment it ought not to be graduated. We would not graduate a tax if we were levying an ad valorem tax upon the property from which the income is derived, and a graduated tax upon the income derived from the property is just as unjust as it would be if levied on an ad valorem basis. If it was proposed in North Carolina to levy a tax of fifty cents on the hundred dollars of value on the man owning one hundred acres of land, and seventy-five cents upon the one hundred dollars of value on persons owning two hundred acres of land, and so on, it would shock the sense of justice of our people and not for one moment would it be tolerated; but when we levy it upon the income, we have followed a popular fallacy and have come to believe in graduating the tax.

Income Rate Should Be Fixed

I believe our income tax should be a fixed rate above the exemption and let each man pay according to his income. This is just, and if this principle is adopted there will not be a murmur of opposition throughout North Carolina from the worthy men and women of the state and business interests from whom so much of the income will, and ought to, come; but when we depart from the principle of uniformity in rate of taxation, there is no principle to control us, and the body levying the tax empirically decides how much they will take from those with larger incomes. This produces a feeling of fear and danger of injustice which frightens people of large incomes. The man with an income of five thousand dollars over his exemption ought to pay a certain amount, and a man with an income of fifty thousand dollars over his exemption ought to pay just ten times as much, and no more. I know I attack almost an accepted principle of taxation in this statement, but nevertheless a graduated income tax is unjust and denies any protection to those of large incomes, while a uniform rate is just to all, and no man can

complain. I most earnestly urge concert of action between the finance committees of the General Assembly and the appropriation committees, and that they realize that we are in the midst of a formative and history making period; that North Carolina's income is to be determined now, and at this session of the General Assembly, and not in past history; that the people have voted for greater strength and progress, and that it is their duty to lead the way to the larger income for the government of this state, and for the upbuilding of its institutions and the construction of a new highway system. The budget commission did conscientious and splendid work, but in this formative and constructive period of our history it could not anticipate the action of this General Assembly as to income. I earnestly hope that their report will be considered as valuable and suggestive, but not controlling.

State Has Lowest Tax

The people in this state have paid less tax for purposes of state government for many years than any state in this union. Our public debt, when credited with our liquid assets, is possibly the smallest in the union. We are able to go forward, we must go forward. The people, as forcibly as they could express themselves, have said they want to go forward. They have amended by nearly two hundred thousand majority their constitution upon the subject of taxation in order that they might without oppressive ad valorem taxation find revenue with which to execute their progressive purposes.

When we have adopted the new system of state taxation and levied the necessary taxes upon the incomes, businesses and trades of the state, franchises, etc., we ought to surrender to the counties of the state complete local self-government in the valuation of taxation of property for ad valorem purposes. I believe that this General Assembly should provide that whenever the board of county commissioners in any county finds as a fact that property of a county was valued for more than its actual value in money that there should be a revaluation ordered by them of the property of such county, and under a proper machinery act such revaluation should be promptly made; and that hereafter when there should be revaluation of the property of the state that under a proper machinery act such valuation should be made through the officials of each county, with such expert state advice and assistance as may be found wise.

HOW MAY THE NECESSARY FUNDS FOR PUBLIC EDUCATION BE PROVIDED?

[Excerpts from an address by E. R. A. Seligman before the meeting of the National Educational Association at Boston, Mass., July 3-8, 1922, as this address was carried in the Proceedings of the 1922 Meeting.]

Just as our economic system has changed from the primitive economic system to the modern industrial system, so the basis of our

fiscal life has changed. The old general property tax which gradually developed in parts of this country at the end of the eighteenth century, in other parts during the first quarter of the nineteenth century, and in still other sections only toward the middle of the nineteenth century —the general property tax has become, so to speak, a sacrosanct idea, a shibboleth, a something to conjure with. Not one man out of a thousand will think of a man's ability to pay taxes except in terms of the property that he owns. Yet it is today entirely wrong. It is a thing of the past in almost every other part of the world, where the general property tax has disintegrated and disappeared. It is fast going in this country in the more developed states of the union. Senator Davenport has just introduced a bill in New York state doing away with the last vestiges—most of the others were done away with some years ago—of the general property tax, and in many other states the general property tax is beginning to disintegrate and crumble.

Now why is it that property is no longer the fit test of ability to pay? Why is it that the efforts that are being made throughout the length and breadth of this country and the endeavor of our school authorities to secure a little more money by bothering with property assessments are all bound to fail? The Governor of Missouri has just told us—of course, we have only a few states where that deplorable situation of the fractional assessment that they have in Missouri exists —what their great effort has been to jack assessments up to the level which is found in most of our other states, legally at least. I do not wish to deny for a moment that for purely local purposes the selling or property value of the real estate is still quite defensible as the basis for assessment in this country. I won't go into the reasons as to why that is, because that would lead me too far astray, further than to say that when there is under our modern economic conditions an immediate capitalization of the yield or produce into the changed property or selling value, as is the case in land, you can still use property as a test of ability to pay or of value in real estate. But the case is very different with all that kind of property outside of real estate and with all those elements of ability outside of property.

There are three reasons why we have got into this muddle. First, the growth of intangible property. The industrial revolution created corporations about the middle of the century, when our first general corporation laws were enacted. This mass of intangible property, consisting of securities, of stock, bonds, and all the rest, as well as of mortgages, constitutes a great part of the wealth of this country nowadays. No method ever devised by mankind, from the time of the Roman when they used torture in the attempt to elicit the facts, down to the listing and tax-ferret laws of modern times, has ever succeeded in making a man declare his intangible personalty when he has an

inducement not to do so. One great reason, accordingly, why our general property tax has become a failure, especially in proportion as you are dealing with those states where you find more industry and commerce, is because intangible personalty has slipped out of the assessment list. As a result the burden falls upon the owner of the tangible personalty, chiefly the farmer. That is one of the great reasons of discontent in this country today.

The second point is perhaps even more important, namely, that the economic revolution has brought about the emergence of immense sources of wealth entirely unconnected with property. Our railway president who gets $50,000 or $100,000 a year, our great lawyers and doctors who make from $100,000 to $300,000 a year in the city of New York, our architects, our engineers, the whole mass of modern society has in it persons who receive immense sums in the way of emoluments and earnings. Yet if they spend all those earnings—and you can generally count upon their good wives to do so—they are not liable in one iota to any form of property tax. Thus we find entire classes who are not in any way reached under the system of property as a criterion of faculty.

But there is something still more important. Under the older economic system, where things went along placidly, where there was less speculative activity, where there was no modern world machinery of trade and commerce, a business man's prosperity could fairly well be measured by his stock-in-trade or his property. Now, with the prevalence of speculative activity, with the development of the turnover, with the progress in all those other more subtle economic aspects of our modern life, a business man no longer reckons his prosperity according to his property or stock-in-trade, but according to his profits, and these profits may stand in very little relation to his property. Take two men with the same profit, but with very divergent stock-in-trade. Take, for instance, the large department store and the diamond merchant. Although they may enjoy the same yearly profit, they will have not only entirely different store accommodations, but also entirely different quantities or values of stock-in-trade. Their turnover may vary, and the ratio of profits to stock may vary. That is the reason why the business man today no longer believes, if he is an intelligent man, in property as the test of success. When the war with England took place, how did we finance it? So far as direct taxation was concerned, by a tax on property. In the Civil War we had indeed a very small and insignificant tax on income, but we had primarily a direct tax on property and, above all, the indirect taxes. But what happened in this war? Not a single example of a property tax, and very little from indirect taxes. Seventy or eighty per cent of all our tax revenue consisted of taxes on profits and on incomes. Isn't that enough to

show you what the situation is and how the world has changed? Yet only a few of our states have begun to be touched by the recognition of this transition which we in the federal government have long since realized?

In other words, the reason why our revenues are inadequate is because we are tinkering with an outworn and irremediable defective machine. You can't patch it up. I don't mean to say that there are not states in this country which are more agricultural in character than, let us say, New York or Massachusetts or Illinois, where for some time perhaps the general property tax will linger. But I do mean to say that the sooner we realize that the real basis of taxation, the real criterion of ability to pay, has changed from property to produce, or yield, or earnings, or profits, or income, the better for all concerned.

Now what has taken place? We find that in our industrial states like New York, Massachusetts, and now New Jersey, that even in the west, in Wisconsin and in some of the southern states like Delaware and others, after trying in vain to accommodate present fiscal methods to present conditions by developing a more or less unsuccessful corporation tax, we now have gone over to supplementing, or, as in New York, supplanting the property tax by a system, first, of taxes on income, and second, more important even than that, by taxes on business.

Why is it that the farmers find so much difficulty? I quite agree with what Mr. Thompson has said, that, after all, the problem is one of local taxation. Under our present conditions, however, even if you escape the deplorable situation of fractional assessment in a few of the western states, you can't have a full assessment of your local real estate. For, since the real estate is used also as a basis of the state tax, and since the state tax is apportioned locally according to the amount of assessed valuation, there is an inevitable tendency on the part of every county assessor to cut down the local assessments to the lowest possible figure. The lower the local assessment the less the contribution to state tax. But even if you were able to jack up the local assessments of real estate, you would still have the two problems of intangible property, which does not find its way at all into the assessment lists, as well as the existence of your rich doctors or lawyers or other professional men who cannot be reached by a property tax.

The thing to do is to make the local revenues more adequate, more in keeping with local ability to pay. That means, in the first place, to do away entirely with the state tax on real estate, keeping your real estate tax only for local purposes and getting your state revenues from other sources, as we are beginning to do in many of our states. But it means far more than that. It means that you will tap the state-wide sources of wealth, the incomes of individuals which come not from the land, but from the opportunities connected with the real

estate in their locality, the incomes which do not go to the farmer in the locality, but which go to the merchant who lives in the town or to the man who lives in the city, but whose career depends fundamentally on the farmer. You have got to tap those sources of revenue, and you can do this by very low rates, as we are showing in New York. In New York, with an average rate of two per cent on incomes and four per cent on business, we are securing a revenue this year of sixty or seventy millions of dollars. Even Delaware has recently imposed a similar tax, which they call an income school tax, devoting the whole of the revenue to schools. Whether we do the one thing or the other, the point I desire to make is that the revenue will come in so abundantly under a modern system of taxation that the state will be able to turn back to the localities moneys which in a deeper sense really flow from the localities. Half of our New York income tax goes back to the localities, and when, in addition to that, the local real estate is no longer assessed for state purposes with the result of pulling down the assessment, and when, as in New York, the localities get a share of the income in proportion to their assessed valuation, the old-time tendency to undervaluation is counteracted, and the higher local valuation will require a smaller tax rate to raise a given sum. Thus you will have both coming and going such an immense increase of potential revenues as to satisfy everyone, and the embarrassments, hitherto found in this country from the financing of education, will come to an end.

BICKETT PLEASED WITH TAXATION RESULTS

[Dispatch from Raleigh appearing in *The Charlotte Observer* for August 29, 1920.]

Governor T. W. Bickett declared tonight that he was more than pleased with the accomplishments of the general assembly in special session. He talked of the laws governing the revaluation act and forecast for North Carolina a future in which tax problems will be less intricate and burdens of taxation more equitably distributed. Governor Bickett said:

"The General Assembly more than redeemed its solemn pledge to the people that the taxes derived from property in 1920, should not be more than 10 per cent above those derived in 1919. This pledge was made in the utmost good faith by the General Assembly of 1919, and has been kept in letter and in spirit. It reiterated and emphasized the high resolve made at the regular session of 1919, that henceforward the tax books of North Carolina must speak the truth.

"The constitutional amendments perpetuate the equalizing principle of the revaluation act and lay deep and broad foundations for the permanent separation of the sources of state and local revenues.

"The reduction of the constitutional limitation from 66 2/3 cents to 15 cents on the $100 worth of property is in harmony with the declared purposes of the revaluation act. The 15 cents rate is as low as the most implacable foe of taxation would suggest, and yet when applied to true values will yield ample revenues.

"The re-submission of the income tax amendment opens the way to obtain in a manner wholly righteous and approved by every state in the union and every enlightened government on earth, additional revenues to meet the demands of a progressive civilization. It also insures the permanent separation of the sources of state and local revenues.

"This is the goal towards which I have been steadily driving ever since I entered public life. In 1913 I submitted a paper to the constitutional commission appointed by Governor Craig, to revise our tax system, in which I said:

" 'However much we may disagree with theories of government advocated by Alexander Hamilton, it must be conceded that he was the greatest public financier America has produced. It has been well said that Hamilton smote the rock of natural resources and abundant streams of revenue gushed forth. Hamilton's master stroke was the separation of the sources of state and national revenues. The adoption of this policy at once removed a fruitful source of irritation between the federal government and the states, and at the same time placed the controlling government for all time—on a basis of financial independence.

" 'I am profoundly convinced that a like separation of the state and local revenues will bring about an era of good feeling between the several counties, and between the counties and the state, and will further enable the state to go forward with its proper work without the handicap of a permanent deficit in the treasury. Most has been said in recent years about equalization, but there can be no equalization without segregation.' "

"In my inaugural address, after recommending the appointment of a special tax commission, I said:

" 'In the meantime, I desire to say, in order that our people may be giving the matter thought, that in my opinion any plan of taxation that will raise sufficient revenues, and be at all acceptable to our people, must involve the separation of the sources of state and local revenues. If this fundamental principle can once be agreed upon, its application will become a matter of detail.'

"In 1917 the state levied a general property tax for the support of the state government of 27 2/3 cents on the $100 worth of property. In 1919, it was found that the state could derive by the enforcement of reasonable privilege and inheritance taxes a larger amount of money than theretofore, and thereupon the property tax for state purposes

was divided by two, being reduced from 23 2/3 cents to 11 2/3 cents for state purposes, and four cents for pensions, making a total of 15 2/3 as against 27 2/3 cents in 1917.

"This year, on account of the increased efficiency in the collection of privilege taxes and inheritance taxes, and by increasing certain franchise and privilege taxes to the point where they are in harmony with similar taxes in other progressive states, it was found that it would not be necessary to levy any property tax at all for the support of the state government or pensions. It will be seen, therefore, that during this administration and strictly in harmony with every recommendation I have ever made on the subject, we have reduced state property tax from 27 2/3 cents to nothing.

"If during this administration not a line nor a letter in our tax laws had been changed, if the word 'revaluation' had never been written and had never been spoken in North Carolina this year, under the old rates and under the old valuations, the people would have paid in taxes on their property for the support of the state government $3,040,000. This year they are not required to pay one cent. If the income amendment should be adopted it will never again be necessary to levy a property tax for the support of the state government but all property, real and personal, individual and corporate, can be left to the counties and towns to meet their local necessities."

THE FAITH KEPT, SAYS MAXWELL

[Letter from A. J. Maxwell, of Raleigh, appearing in *The Greensboro Daily News* for August 26, 1920.]

EDITOR OF THE *Daily News:*

At all times during the last two years while the fight has been on to convert our tax system into one that is fundamentally sound and honest, and adequate to present necessities, we have felt the force and strength of the unfailing support of *The Greensboro Daily News* and we shall have no quarrel if we fall into incidental disagreements.

Your suggestion with reference to my private opinion of my party's "surrender at Raleigh," permits me to say that with the final passage of the revenue bill in the senate today the General Assembly has adopted and approved revaluation and has kept the faith pledged in the revaluation act. There is only one provision in it that did not have my full approval, and that is the change in the listing date from January back to May. That does not involve any vital principle. The listing date is important from an administrative standpoint. The purpose and effect of this change to the logical calendar year period has been the subject of so much misrepresentation that calm consideration of it on its merits was hardly possible at this time. The success of the whole

tax program should not be endangered by blind insistence upon any administrative detail. The tax commission submitted the facts and asked that the members of the assembly take the course that seemed to them wise.

As to the eliminating of state tax on property this year you are, of course, familiar with the purpose that in all our discussions of the new tax program has been made prominent, that to equalize 100 per cent value should be used after 1920 only for local tax purposes. In our recommendations to the regular session and in every public address I have made on the subject this feature has been emphasized, and that heavy burdens of taxation should not be imposed as a flat tax on property. We have always considered the income tax applied to net incomes from all sources a necessary part of the tax program.

After taking stock of our revenue resources at the special session, it was found that by the application of corporate franchise taxes, not excessive compared with practice in other states, we could eliminate the state tax on property one year sooner than we had held out hope it could be done. For illustration, our revised franchise tax is 50 per cent less than the Ohio tax, and at the same time it is imposed, the corporations paying it are relieved of the state property tax. This in no way compromises revaluation or the tax program as originally planned. Frankly, the franchise tax on any other basis that net income is objectionable in that it applies whether the corporation at the time is earning a profit or not. It is comparable to the individual poll tax. But this objection applies whether the rate is one-twenty-fifth or one-tenth. In any event, we cannot expect to set our house of equitable taxation in order until the regular session and until the income tax amendment has been approved.

I cannot see that the tax program has been compromised in any material way. Support of the income tax has been reaffirmed. The revaluation values have been approved, adopted and protected. The good faith involved in the 10 per cent pledge has been more than kept. This statement embodies my "private" as well as public opinion, and I am sure you will accept it as such. I have met at one time or another antagonism of nearly every man's view to little purpose if I do not get credit for sincerity in a statement of this kind.

A word as to the limitation of rate of tax on property provided in the constitutional amendment bill of 15 cents. If this is considered as a limitation corresponding to the former limitation of 66 2/3 cents it is clearly inadequate. But that is not what it is. There was formerly levied within the 66 2/3 cents 32 cents of public school tax levied by the state. The pending amendment puts this outside the limitation for the reason that our courts had already decided that necessary tax for the constitutional length of school term was outside of the 66 2/3

cents limitation. All special purposes, such as public roads, bridges, building court houses, and all similar special purposes remain outside of the limitation as formerly, with the more liberal provision that these special purposes may be provided for by general act of the legislature, rather than by a special act in each case. The state even this year takes no part of the tax on property and certainly when it can supplement its revenue from the enlarged income tax it will have no need to do so. It could raise much more than the entire revenue of the state from this one tax alone, with a rate beginning at 2 per cent of net income. So that, when sifted down, the limitation of 15 cents is a limitation upon the amount of property tax levied for "general expenses" of the counties, or, as one senator expressed it, the amount that could be spent on the poor and infirm and in running the courts.

This limitation is necessarily submitted with and joined to the income tax amendment, so that one could not be adopted without the other, as it would be disastrous if the 15 cents limitation should be adopted and the state fail at the same time to get the benefit of the right to tax general net income. That cannot happen as the two are now submitted. With the two together adequate taxing power will remain with the state and counties.

A. J. MAXWELL,
Commissioner.

Raleigh, August 24, 1920.

MR. EVERETT'S VIEWS

Excerpts from the address of Hon. W. N. Everett, Secretary of State, before the Democratic State Convention at Raleigh, April 17, 1924, follow:

"The estimated worth of all properties in North Carolina on January 1, 1923, was four and a half billion dollars. These are the figures of the census bureau in Washington compiled under a Republican administration. On this basis of comparison Virginia ranks slightly ahead of us while Texas, with twice our population and five times our territory, has only twice the true wealth of North Carolina. There are several things to be said about our total wealth, estimated at its true worth. It is an increase of almost three billion dollars during the last ten years. It is nearly twice the total of wealth on the tax books of the state. That is to say, we are paying ad valorem tax upon only a little more than half of our general property reckoned at its true value, in most counties on very much less than half of their true wealth.

"North Carolina is not only a billionaire state in the possession of wealth, but she is a billionaire state in the annual creation of wealth. The figures are as follows:

Crop and animal products, 1923	$ 513,400,000
Values added by manufacture, 1919	416,902,000
Forest and woodlot products, 1922	90,000,000
Mines and quarries, 1921	4,805,000
Fisheries, 1921-22	2,704,000
Total	$1,037,181,000

"But speaking of the property tax rate and the per capita tax burden of the state, let me remind you that taxes on real and personal property are paid for town and county purposes alone. Since 1921 no general property tax has been levied for state purposes of any sort. And let me further add that three hundred dollars worth of household goods and utensils are exempted from taxes, in favor of the poor man struggling to raise a family and establish a home. This exemption alone wiped off the tax books of the state more than $200,000,000 worth of taxable property. Furthermore it limits the poll tax to $2.00 per head decreasing the tax burden on the poor man about $5.00 per head. Moreover, our state tax law exempts incomes of less than $1,000, and $2,000 for married men, which still further favors the small wage earner and immensely lessens the income totals collected for state purposes. In a similar way we have relieved small estates from inheritance taxes.

"No state in the union is kinder than North Carolina to the poor. It is just as true today as it way in the long ago days when a Methodist Bishop said that 'North Carolina was a paradise for poor people.' And nobody knows these facts about our tax policies better than the poor people themselves. And they cannot easily be fooled about it. It has also been said by our critics that North Carolina is overly kind to corporations. Nevertheless it is a fact that almost exactly half of the tax revenues of the state in 1923 were paid by the domestic corporations doing business in the state, and the income and death taxes were paid by the rich and well-to-do. I do not speak of the state taxes derived from motor car registration certificates, automobile licenses and gasoline taxes. These go directly into the special highway fund for highway building, highway maintenance, highway sinking fund, and interest on highway bonds. They must never be interfered with for any other purposes. This burden, of course, is paid by the owners of automobiles and trucks. And what they pay is sufficient to finance our highway program without encroaching upon the purse of the general taxpayer."

In his recomendations at the conclusion of his address Mr. Everett included the following:

"10. To lay no ad valorem tax upon general property for state purposes, to increase no tax burdens borne by property owners or

income earners who are already overburdened but to lay before the legislature in January a plan to increase our general state fund from ten million dollars in 1923 to fifteen million dollars in 1925."

STATE RELINQUISHES PROPERTY TAX

[Dispatch from Raleigh appearing in *The Charlotte Observer* for August 19, 1920.]

Reporting the revenue bill to the lower house in session tonight, Governor R. A. Doughton, for the finance committee, made the startling announcement that there will be no state tax levied this year.

"I anticipate," continued the speaker, "that in all probability the state will never again levy a tax for its own use upon the property of the state.

"Some of the older members may remember that about 1880 the state sold its interest in the Western North Carolina Railroad for $800,000 and for that year this capital asset was used to defray the expenses of the state and no taxes were levied for that year."

Governor Doughton's remarks, in full, follow:

"When the finance committee of this General Assembly completed their draft of the revaluation act at the regular session in 1919, we found the pleasing situation that this act, of such far reaching importance, met the approval of every member of the finance committees of the house and of the senate, and met with a like unanimous approval on its reading in this body and in the senate.

"After some two weeks of careful consideration by the sub-committees, and about 10 days by the full finance committees, and after having obtained the viewpoint of many members of the General Assembly not members of the finance committees, we have succeeded in drafting another revenue bill, adopting and providing the valuations made under the revaluation act, which met with the same unanimous approval, including members of both political parties, upon a roll-call vote before a joint meeting of the finance committees this afternoon.

"For the first year in the history of the state, save one, there will be no tax levied upon property for the use of the state in the year 1920, and, with the approval of the people of the income tax amendment submitted by this General Assembly, I anticipate that in all probability the state will never again levy a tax for its own use upon property of the state. I stated that this had not occurred before in but one year in our previous history. Some of the older members may remember that about 1880 the state sold its interest in the Western North Carolina Railroad for $800,000 and for that year this capital asset was used to defray the expenses of the state government and no state taxes were levied in that year.

"The happy point where the state surrenders its power to tax the property of the state has not been suddenly reached, but is the cul-

mination of a policy that has been pursued by the finance committees of the General Assembly during the last six years, working in coöperation with the state tax commission in developing our sources of revenue other than the property tax. Six years ago it was my privilege to participate in a thorough revision of the revenue act, looking toward this end. Our experience in this direction has indeed been fortunate. A former deficit was rapidly converted into a surplus, sufficient revenue has at all times been provided to take care of the annually increasing expenditures by the state government, and when at the last regular session we were confronted with the necessity for providing for the six months public school, that had been approved by the vote of the people in 99 of the 100 counties of the state, we found that the tax rate levied by the state for its own use could be reduced from 23 2/3 cents to 11 2/3 cents. After making largely increased appropriations and after cutting this property tax rate in half we come back at this special session to find that ample revenue has been provided and that a substantial surplus is in prospect at the close of the present fiscal year.

"It should be generally understood that in providing for the revaluation of property it was the purpose and expectation that by the meeting of the General Assembly in January next, and with the adoption of the income tax amendment, the state would not tax property for its revenue, and would leave the property valuations under the revaluation act for the use of the counties and the public school fund, it having always been intended that when revaluation was complete larger revenue would be provided for the state from other sources. We are happy now to find that with a prospective surplus in the treasury and that with the additional revenue provided in the bill which I now present to the house upon franchises of all corporations, domestic and foreign, industrial and public service, with the increased listing of salary incomes already on the books, and with the additional revenue from privilege taxes provided for in this bill, the state will be able to meet the demands upon it during the coming year after entirely surrendering its tax upon all the property of the state.

"I ask that the bill may be entered on its first reading tonight, that it be made a special order for a general consideration and a vote upon its second reading tomorrow, and with the hope that we may complete our labors and adjourn this special session early next week."

GOVERNOR MORRISON'S INAUGURAL ADDRESS

[Excerpts from inaugural address of Governor Cameron Morrison, January 13, 1921.]

I am not unmindful of the solemn responsibility of advising the expenditure of the vast amount of money which the program I have suggested requires, but that the things mentioned ought to be done. Sound business principles require that they should be done speedily

and without delay. We cannot progress in our spiritual, intellectual, or material development unless they are done. They will be done, either generously and in a manner to give us as a state the full benefit of doing them, or they will be done by patch work and over a period of years, and in such manner as will largely dissipate the benefits to the state of doing them and at greater cost in the long run.

The entire program which I have suggested will require great sums of money, but in our ability to find the money we are one of the most fortunate states in the republic. The public indebtedness of our state is trifling when compared to that of most of the states. If we credit our state's indebtedness with the value of our railroad stocks, it would be almost wiped out.

The people are now burdened with unparalleled federal taxation, and in many counties with heavy local taxes. Therefore, we ought not to levy additional taxation upon this state to make any of the suggested improvements which are permanent in character. But the credit of our state is in a most healthy condition, and those who are so solicitous of future generations could not complain of the increase of our public debt for future generations to pay; and that we would, if this program was carried out, transmit to those who come after us a heritage nobler by far with the indebtedness than it would be without it.

The necessary improvement at our institutions for the care of the unfortunate, the large expenditures required to place our University and colleges for higher learning in a position adequately to meet the demands upon them, and the expenditures for the construction of the state highway system of roads ought to be met by a sale of the state's bonds, and an increase of its public indebtedness.

New Program of Taxation

We must adopt a new system of taxation in which state taxation and county and other local taxation will be completely separated. Under the new system we should levy no ad valorem tax whatever for state purposes, and ad valorem taxation should be confined strictly to local purposes. It is my purpose to address the General Assembly upon this subject at an early date, and I will, therefore, refrain from entering into the subject with any particularity at this time; but we must adopt an entirely new system, shot through and through with justice, and one through which the burdens of state and county government will be placed equitably and according to the conscience of the state.

THE GOVERNOR'S MESSAGE

[Editorial in *The News and Observer*, January 29, 1921.]

Our new Governor knows what he wants and doesn't mind saying what it is. To illustrate, it is easily understood from his address to

the General Assembly yesterday that he wants the state to invest fifty million dollars, borrowing the money, in hard-surfaced roads, and to do it quickly.

This is a large order. We do not attempt to say to the legislature that it should do or should not do what the Governor recommends. It is for the legislature to decide. It has committees to study the question and to solve it wisely. It has on these committees able business men who will know how to weigh the different factors entering into the question and give each one its due importance in the final decision.

The Governor demands that the state assume a liberal policy with regard to its institutions educational and charitable. He takes issue with the budget commission flatly and advises the legislature not to be bridled by its findings. The state ought to provide for all the helpless people in the state. It should have a special care for the insane and the feeble-minded and take measures as counseled by experts in such subjects to check the increase of the feeble-minded. It is an everlasting shame that our hospitals for the insane and our institutions for the feeble-minded have to turn away so many applicants. These should be the first claim on the state. And our higher educational institutions should be provided with additional building plants to accommodate the increasing number of young people who are demanding admittance.

The Governor's view that the proceeds of the property tax should be left to the cities and counties is now pretty generally accepted by all students of taxation in the state. His contention that the income tax ought not to be graduated is contrary as he says to the accepted view.

OTHER STATES TAKING NOTICE

[Editorial in *The Charlotte Observer*, August 23, 1920.]

The observation of the *Charleston News and Courier* on the development that this year no state tax whatever will be levied on property in North Carolina, is that "there is not a property owner in South Carolina who will not look with envy at this happy condition in the matter of taxation." This the Charleston paper regards as "a remarkable achievement" which has been worked out during the past six years by the finance committees of the General Assembly, acting, as Governor Doughton, the chairman, says, in coöperation with the state tax commission in developing sources of revenue other than the property tax. The *News and Courier* suggests that something similar might be done in South Carolina. It remarks in encouragement that "North Carolina today, as a result of a highly intelligent tax policy, ably carried out, finds itself with 'a prospective surplus in the treasury,' and with an assured revenue 'upon franchises of all corporations, domestic and foreign, industrial and public service' with the increased listing of salary incomes already on the books, with the additional revenue from privilege taxes provided

for, in the new bill just reported, so ample that the state will be able to meet the demands upon it during the coming year after surrendering its tax upon all the property of the state."

The question which the *News and Courier* repeats—"Is there any real reason why South Carolina cannot do as well?"—is one which every southern state might ask itself. We believe North Carolina has pointed the way to solution of the tax question to every state in the union.

REVALUATION VINDICATED

[Editorial in *The Charlotte Observer* for August 20, 1920.]

The possibilities of the revaluation act have developed into more gratifying proportions than had been hoped for by its friends. Not only is there to be established a marked reduction in the tax rate—the average for the state to be placed at so low a figure as 10 cents on the $100—but the state tax is eliminated, this advantaging counties and towns to a considerable extent, as they may use the taxes that were formerly levied against them for state purposes for their own individual interests. This is a privilege long desired and it does away with a condition that had caused the people to chafe. The faith placed in the beneficent operations of the revaluation law appears to have been finely vindicated. The lowered tax rate, made possible by the bringing into existence of a larger proportion of taxable property, is bound to operate in attracting new investments and new people into the state. It is placing North Carolina in the very position those who have worked for its development have so long desired. The wisdom of the new system of assessing property in the state has become apparent with publication of the new revenue bill it has been made possible to print, and which was given in full in yesterday's paper.

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Agencies

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The University Extension Division of the University of North Carolina will furnish to as large an extent as is practicable package libraries on the subject for two weeks use by the high schools. For this service the principal of the high school or the teacher in charge of debates should write to the Library Extension Service, Chapel Hill, N. C.

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and to a file of Volume 2 up to date. These issues contain material which will be of special help: the issue for February 1, 1925, entitled "School Term"; the issue for April 1, 1925, entitled "Distribution of Taxable Wealth"; the issue for April 15, 1925, entitled "Equalizing Funds"; the issue for May 1, 1925, entitled "School Expenditures"; the issue for May 15, 1925, entitled "Current Expense Distribution"; the issue for September 1, 1925, entitled "State School Systems."

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BUREAU AND SERVICE OF THE UNIVERSITY EXTENSION DIVISION

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IX. Municipal Information and Research: For use in studying and drafting city, town, village, and county legislation.

X. Economic and Social Surveys: Of counties and communities for use by them in efforts to improve their economic and social conditions. Information about economic, social and civic conditions in the state and nation. *University News Letter* weekly free of charge.

XI. Recreation and Community Organization: Promotes community organization. Recreational programs and lectures. Laying out playgrounds. Equipment. Recreational activities. Play institutes. Recreational bulletins, leaflets, and aids. Home chautauquas. Field day programs. County and local fairs. Field representative available.

XII. High School Debating and Athletics: Annual state-wide contests in high school debating, academic subjects, and all branches of athletics.

XIII. Design and Improvement of School Grounds: Designs and planting plans for grounds of schools, churches, and charitable institutions. Write for list of bulletins.

XIV. Educational Service and Research (the School of Education): Educational test and measurement supplies and assistance. School surveys. Advice and counsel with reference to school buildings, equipment, and general administrative problems.

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UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

WHAT NEXT IN NORTH CAROLINA?

NORTH CAROLINA CLUB YEAR-BOOK, 1924-25

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.

KNOWING THE STATE

Intimate, familiar acquaintance with one's Mother-State is a direct appeal to intelligent civic conscience and concern. We will serve our State better when we know her better.—*E. C. Branson.*

PLANNING THE STATE

We cannot ever again permit the future growth of the State to be accidental. It must be planned to serve the interests of every man, woman and child and to give opportunity for a fuller and finer life, and not for the benefit of privileged groups. The planning of communities and the planning of the State is probably the greatest undertaking we have before us.—*Governor Alfred E. Smith.*

SERVING THE STATE

After all, isn't it just as proper to be getting acquainted with our home State, whose history we are daily making, as it is to be prying into the interred remains of countries that have passed into oblivion? Be that as it may, we are certain of this one thing, that intimate acquaintance with North Carolina can only result in strengthening our determination to make her what she properly ought to be—the best spot on earth to live in.—*S. H. Hobbs, Jr.*

PERPETUATING THE STATE

Our part is not fitly sustained upon the earth unless the range of our intended and deliberate usefulness includes not only the companions, but the successors of our pilgrimage.

God has lent us the earth for our life; it is a great entail. It belongs as much to those who are to come after us, and whose names are already written in the book of creation, as to us; and we have no right, by anything that we do or neglect, to involve them in unnecessary penalties, or to deprive them of benefits which it was in our power to bequeath. And this the more, because it is one of the appointed conditions of the labor of men that in proportion to the time between seed-sowing and the harvest, is the fulness of the fruit and that generally, therefore, the further off we place our aim and the less we desire to be ourselves the witness of what we have labored for, the more wide and rich will be the measure of our success.

Men cannot benefit those who are with them as they can benefit those who come after them; and of all the pulpits from which the human voice is ever sent, there is none from which it reaches so far as from the grave.—*John Ruskin.*

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THE NORTH CAROLINA CLUB

1924-1925

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FOREWORD

Between the materialistic, this-moment philosophy of old Omar's "Oh, take the cash and let the credit go," and the utopian dreams of the Brook Farm Transcendentalists described by a critic as persons who "dove into the infinite, soared into the illimitable, and never paid cash," there is need of a well-balanced, commonsense view of the actualities and realities of our social life and the conditions of its welfare. Or as Lady Astor put it, Between the spiritualists who tell us what the dead think and the psycho-analysts who tell us what we don't think, we must be up and doing.

With this the North Carolina Club heartily agrees, for since its founding by Dr. E. C. Branson in 1914 it has devoted itself to the study of contemporary North Carolina, economic, social, and political. To paraphrase John Ruskin, the Club believes that God has lent North Carolina to North Carolinians for life and that the entail is a great one—that the State belongs as much to those who are to come after us as to ourselves. And so for ten years the Club has buckled up against vital statewide problems of wealth and welfare, of life and livelihood, trying to climb to a lookout position and spy out the rocks and shoals ahead as the State sails toward Commonwealth.

There is great need that some organization do this. The importance of the task should be apparent and yet the North Carolina Club has struggled along year after year with only a small membership, rarely more than fifty. De Tocqueville was right when he wrote, "It is a novelty in the history of a society to see a calm and scrutinizing eye turned upon itself."—*Edgar T. Thompson.*

THE J. W. BAILEY AWARD

Hon. J. W. Bailey of Raleigh offers annually a prize of fifty dollars in gold to that contestant making the "most valuable contribution of information affecting our Commonwealth." The prize for the 1922-1923 college year was won by Mr. D. E. Scarborough, of Richmond County, with a paper on State-Aid to Home Ownership. For the 1923-1924 college year the prize was awarded to Miss Lucy F. Lay of Carteret County whose paper was on County and County-Group Homes for the Poor.

The purpose of the award is stated by the donor in these words: "I wish the prize to induce effort to disclose and discuss actual conditions. The Yearbooks have brought out a great deal of information. One of the things to do now is to analyze and assemble that information, with a view to conclusions and a line of action."

THE 1924-1925 PRIZE WINNER

The award for the past college year was won by Mr. Reed Kitchin of Buncombe County whose paper on "Should North Carolina Extend State-Aid to Landless Farmers?" was adjudged the best.

THE CONSOLIDATED COUNTRY SCHOOL AS A CIVIC CENTER

Paul W. Wager, Orange County

Democracy is still on trial. In theory it is right but in practice it leaves much to be desired. Government by consent of the governed is theoretically ideal and whatever is right in principle must eventually prevail. If democracy is failing to function properly it must be due to one or both of two things. Either the people do not know what is best for them or they are not allowed to express themselves.

Do we know what is best for us? We most certainly do not. We are dependent on the expert. We trust our bodies to the care of the physician and the dentist. We let the dietitian prescribe our food. We have the bacteriologist analyze the water we drink. We solicit the aid of the architect to design our homes, the aid of the mechanic to adjust our automobiles, the aid of the banker to invest our money. We are wise enough to know that our judgment is inferior to that of an expert. Not even Aristotle could take all knowledge for his province today.

If we see the need of calling on the expert to assist us with our private affairs, how much more do we need to consult him in connection with public affairs. Governmental affairs are becoming increasingly complex and technical. The public service demands experts—chemists, sanitary engineers, architects, civil and mechanical engineers, lawyers, accountants, financiers. Is democracy capable of selecting experts? It is when it has the same opportunity to investigate and the same freedom in selection as is afforded in private life, and let us add, the same degree of concern. Suppose we need the services of a lawyer. Do we not inquire of our friends and neighbors about this one and that one until we ascertain the ability of each? Suppose we want an architect to design us a house. Do we not visit some houses and examine the workmanship of several architects? How can that same care be exercised in selecting public servants? It cannot be done until there is a public forum or civic center in every community where the citizens may gather and informally discuss public affairs and candidates for public office. The individual citizen does not know what is best for him, or best for his State, but he can be enlightened through conversation and debate with his fellow-citizens. The world will not be safe for democracy until these public forums are established in every community. Here the expert may come and explain his work. Here the candidate may be questioned as to his views. Here the pros and cons of every public question can be debated. Heretofore voters have been guided too much by party loyalties and political oratory rather than by knowledge of the facts. The average citizen cannot be expected to know what is the wisest policy until he is taught and he cannot be taught until there is an agency to teach him.

In the second place, are the citizens provided a free channel of expression? They are not. The ideals and aspirations of the masses rarely find expression. Great ideas may be born in the minds of unlearned men. Great truths may never be brought to light for lack of public forums. On the other hand, distorted ideas may be corrected if men are provided with the right sort of contacts. The contagion of good ideas is as pronounced as the contagion of bad ideas.

The ballot is not an effective medium of expression unless the people also have a chance to suggest the questions which the ballot is to decide and name the candidates which are to be voted on. The initiative and referendum may become useful instruments of government when we have a public forum in every school district. Until then they cannot be wisely used. The direct primary has been a disappointment for the same reason. When the people can get together in relatively small groups under capable leadership for an informal discussion of public questions the butcher, the baker and the candle-stick maker can for the first time in history make their aspirations and ideas articulate. Those who are wrong will be set right; those who are right will get a hearing. These group discussions will be the most fruitful seedbeds of rational ideas that we have ever known. It is lack of free, open discussion that generates irrational and explosive ideas.

If democracy has been a failure it is because there has been no local agency of civic education and no local agency of civic expression. The consolidated school is the most promising agency to supply these essential needs. There is much to be said for the consolidated country school as an educational institution, as a social institution and as an economic factor in a community, but I shall let others treat those phases of it. This paper shall be confined to the consolidated school as the hand-maiden of democracy.

The Consolidated School as a Public Forum

I have already referred to the short-comings of democracy and how they may be remedied through the larger use of the school plant. The individual citizen cannot by himself investigate public questions sufficiently to pass judgment on them. Neither can he as an individual register his opinion. There must be group study and group action. The consolidated school offers an opportunity for just this.

"Man is a political animal," said Aristotle. He requires the companionship of his fellows. His happiness is largely linked up with their approval. His instinctive need for fellowship leads him to create a sort of social center out of anything available for the purpose. The saloon, the corner store, the post office have all served that purpose, but they are passing and they must be replaced with something better if they are not to be replaced with something worse. The consolidated school is the logical and most hopeful center. The discussion here will rise above idle talk and will become dignified and purposeful. There should be both formal and informal discussion.

The public forum usually denotes a place devoted to the systematic discussion of public questions. The meetings have a presiding officer and adhere

to parliamentary procedure. Experts may be invited to speak after which there may be a period of informal discussion. Mr. Clarence Perry sums up the ideals for a public forum in these words: "The ideal that the forum exists primarily for the enlightenment and clarification of opinion, and not for action, should be held constantly before the people. Some forums have, it is true, permitted resolutions but this is a practice to be engaged in sparingly. A large part of the interest in forum meetings comes from the feeling of freedom and the belief that no single agency is endeavoring to enforce its notions upon the community. Great care should be exercised to select the topics and speakers so that the ideal of impartiality and of giving equal opportunity to all sides will be constantly impressed upon the public. In the selection of speakers the effort should always be to secure those who by reason of special study, experience or ability have an authoritative standing in the field of the subjects they discuss."

In addition to the more formal meetings it would be well to have open meetings for the consideration of local matters. Many problems come up in connection with local government which can be wisely settled only after frank and general discussion. As a general rule, I think it is well to have a program but oftentimes the program may be short so as to afford ample opportunity for general discussion. After a leader has centered attention on a particular subject it is not unusual for groups and pairs to continue the discussion for hours. This is educational and wholesome so long as the argument is good-natured. When the discussions are general it is better to adhere to parliamentary form. Otherwise the debate may degenerate into a free-for-all.

The mock legislature or mock council meeting is an activity which affords the members excellent training in debating and an opportunity to acquire a valuable stock of civic information. The use of the schoolhouse as a headquarters of civic deliberation implies the gathering there of a civic reference library. In order that the deliberations may be based on correct information it is necessary that there be available full, accurate, and up-to-date material on all current public questions. Where there is no regular librarian this work would have to be delegated to a competent person, and this suggests another phase of the community organization.

The best work cannot be accomplished unless there is a competent civic secretary. Where shall the person be found to serve in this capacity? Mr. Edward J. Ward answers in this wise: "There will be exceptions, of course; but the ideal and normal answer to this question is: not in the engagement of a new neighborhood public servant, but in the addition of this requirement to the service rendered by the most important neighborhood servant now engaged—the school principal, paying him proportionately more for assuming these added responsibilities.

"The question of securing a better type of school principal is in part a question of increasing the salary attached to this profession. Require that the school principal shall be at the service of the neighborhood organization of the electorate, as clerk of elections and as secretary of the organization's

deliberative assemblies; require that the school principal shall do the detail work of securing such speakers on public topics as the organization desires to hear, of looking after the notification to members of what has occurred and what is planned in the business of the organization, and the increased remuneration for this increased service will tend very strongly to assure the engagement in this position of a higher and more efficient type of public servant."

All public school teachers are public servants and their duties should include such service in the community civic organization and in the meetings of the forum as their time and talent permit. Memorial services and patriotic celebrations not only provide wholesome entertainment but are helpful in developing a civic consciousness. Here the teachers may serve to good advantage.

When the citizens of each precinct may assemble in the consolidated school building for the frank and orderly discussion of public questions they may acquire that intelligence in voting which democracy presupposes. That is what President Wilson had in mind when he said: "It is necessary that simple means should be found by which, by an interchange of points of view, we may get together, for the whole process of modern life, the whole process of modern politics, is a process by which we must exclude misunderstandings, ... bring all men into common counsel and so discover what is the common interest."

The Consolidated School as a School for Citizenship

There are many ways in which the consolidated school offers better training in citizenship than the local one-room school. Good citizenship is just another way of saying a willingness to coöperate. The consolidated school is in itself an evidence of coöperation. The people of the several local districts have surrendered local pride for the common good. The larger district means larger contacts, larger interests and a larger vision for parents as well as pupils. On the playground shy, sensitive boys and girls learn the lessons of team-work and fair-play. They rub elbows with young people from several miles distant, people who were strangers before the consolidated school was built. The children exchange week-end visits and this leads to an acquaintance between the parents. To break down the isolation and provincialism of country life is a big step toward better citizenship.

The consolidated school can offer more and better courses in citizenship. It can have a special teacher for that subject but better still self-government may be practiced in the school. Even without this the habits of coöperation and the lessons of citizenship are being acquired in the society meetings, through membership on the athletic teams, and through contact with the ordered life of the school.

The consolidated school is not only better able to teach citizenship to the children but to their parents as well. It has the staff, the facilities and the opportunity to reach out and instruct the voters of the district. This may be done through the use of library books, the school paper, the distribution of

pamphlets, or the conducting of study clubs. If there are illiterates or unnaturalized foreigners night classes may be held to instruct them in English and civics.

I have already indicated the many ways in which the public forum may be utilized as a means of civic education. The lectures, the debates, the political rallies, the informal discussions all aid in developing an intelligent citizenship. Universal suffrage may or may not be the wisest policy but inasmuch as it exists, it is of paramount importance that every man and woman should be given the opportunity to fit himself or herself to vote intelligently.

To quote Mr. Henry Jackson, "The first and chief aim of the community center movement is to deepen the content and broaden the scope of the term "education" and to extend the activities of the public schools so that they may evolve into people's universities. The primary function of the public schools is to make not merely good men and women, but good citizens for the Republic."

Logically civic education should precede the granting of the franchise but such has not been our history. Long after universal manhood suffrage came the public school system. The ideal was a schoolhouse on every hill. What it taught was of secondary importance. Neither the one-room school nor the three R's have produced citizens equal to the burdens of democracy. Let us now give the consolidated school, with its enlarged curriculum, a chance.

The Consolidated School as a Meeting Place

There are many voluntary organizations having activities beneficial to the public which need and deserve a meeting-place in the school building. Generally such organizations are willing to stand the expense of heating and janitor service. They may be more considerate of the building if there is a slight charge. Those societies whose activities are allied to those of public education, such as parent-teacher associations, should be given the use of school accommodations without charge.

The civic organizations which may meet in the school building are numerous. They include Rotary Club, Kiwanis Club, Lions Club, D. A. R., Parent-Teacher Association, Playground Association, Tax Study Club, Social Service League, Red Cross, Choral Society, Home Bureau, Farm Bureau, County Council, and a great variety of women's clubs of a civic nature. The school building might also be used as a meeting-place for such semi-political boards as the Board of Health and the Board of Education. It is doubtful if the school building should be available for organizations having an exclusive membership such as party organizations and fraternal orders. Certainly it should not unless it is opened to all alike. I think the same rule should apply to religious meetings of a denominational character. The schoolhouse is a public building and every meeting held within its walls should be open to the public and the press.

The Consolidated School as a Polling Place

It has become a common practice in the North to use the schoolhouse as a polling place. That has not become the custom in the South yet. The schoolhouse is not only a proper place for holding elections but it is the logical place. With millions of money spent in school buildings it is ridiculous to rent polling places. But economy, while a sufficient, is not the chief reason for making the schoolhouse a polling place. "The best reason is the ideal for which the ballot box stands. It is the symbol of citizenship in America. As such it deserves a worthy place. The one fitting place for the ballot box is the public schoolhouse, the community capitol and the temple of American democracy. Moreover, the voting instrument, which is the chief national emblem in every democracy, should be constructed with architectural dignity and established permanently in the school-house because of the ideal it embodies and the supreme function it serves. It would thus be a permanent reminder that the function of the school is to make citizens for the Republic." These are the words of Henry E. Jackson, one of the pioneer builders of community centers, and he has spoken a great truth.

The ballot is a sacred instrument, the emblem of our emancipation from the tyranny of kings and royal edicts. For eight hundred years the Anglo-Saxon race has struggled for political liberty and the ballot has been won at a tremendous cost. Once it was cherished but in these latter days it has been cheapened and disgraced. At each presidential election the percentage of citizens who exercise their right of franchise is decreasing. And a large proportion of those who do vote do so thoughtlessly or with blind devotion to a political party. Thousands have no more pride of citizenship than to offer their vote to the highest bidder. This is due in large measure, I believe, to the manner in which we have conducted our elections and the atmosphere surrounding them. In North Carolina the lack of dignity and honor which characterizes elections is a disgrace and a reflection on the fair name of the State.

If the schoolhouses were used as polling places with refined men and women in charge elections would take on a new dignity and the right of suffrage be more respected. It would then be possible to secure state-wide adoption of the secret ballot. That is another thing North Carolina ought to be ashamed of. Only one other state denies the voter the privilege of casting his ballot in secret. An open ballot encourages bribery for it enables the purchaser to see the vote delivered. If schoolhouses were used as polling places voting machines could be installed, thus effecting further savings in election expense. A voting-machine saves the cost of printing ballots. However, it is a delicate mechanism and should only be used where it can be permanently installed and carefully protected. Teachers might with entire propriety serve as election officials without any additional compensation. If not, there are women's civic organizations in every county which would gladly serve without compensation, and at the same time improve the tone of our elections.

The Consolidated School as a Community Capitol

The enlarged school district with the consolidated school as its capitol provides a unit of local self-government that is basic and indispensable. I believe that it is the lack of such a unit that is most responsible for the failures of our American democracy. The New England town with its annual town meeting is the only real democracy that we have had in America. There we have pure democracy. Furthermore, the New England town is a real community. It is an economic and social and political unit. Not so with the townships of the other states. They are not units at all but simply geographical areas arbitrarily created. The New England town, or township, is something organic; it grew to its present dimensions. The township in New York, Ohio and all the western and southern states is a geometric thing. The New England township is defined by natural interests and common loyalties; the western township is defined by the surveyor's chain and usually consists of thirty-six square miles of territory.

The consolidated school district may provide for the other states what the township has been to New England. It is in every sense a community with natural boundaries and common interests. The county is too large to permit that intimate fellowship and close coöperation which may exist in a smaller unit. The township in the West and South has been too artificial to serve the purpose. The school district, if it coincides with a natural trade area and if it has a community center at its hub, may become a real unit of local self-government.

Experience has shown that the local community or township is too small a unit to secure efficient administration of public agencies, and so there has been a distinct tendency toward centralization under county or state officials. That this centralization makes possible a greater efficiency can hardly be doubted, but that it tends to destroy the initiative and responsibility of the local community is equally apparent. Without some degree of local responsibility and control, centralized administration tends to become bureaucratic and the people are deprived of that participation in government which is essential for the life of a democracy.

Dr. Clarence Poe, editor of the *Progressive Farmer,* says: "The chief task of the man who would help develop a rich and puissant rural civilization here in the South—the chief task perhaps of the man who would make an agricultural State like North Carolina the great commonwealth it ought to be—is to develop the rural community.

"Consider the fact that the country community is the only social unit known to our civilization that is without definite boundaries and without machinery for self-expression and development—without form, and void, as was chaos before creation.

"But for the country community there is no organic means of expression whatever. There is, of course, that shadowy and futile geographical division known as the Township—but it is laid off utterly without regard to human

consideration, and serves no purpose save as a means of defining voting boundaries and limiting the spheres of constables and sheriff's deputies—a mere ghostly phantom of a social entity that we need not consider at all."

The consolidated school district corresponding to a natural community in a social sense, and without regard to existing political boundaries, is the most hopeful unit of local self-government that has appeared. Nebraska, Kansas and Illinois have passed rural school redistricting laws with this in mind, and a community unit is also proposed by the committee of 21 for New York State. Rural New York, however, consistently rejects any effort to improve the rural schools and the cities are not insisting on increased taxes to give the country what it doesn't want. Twice within ten years the rural voters have rejected opportunities to get better schools at the expense of the State.

North Carolina in 1919 passed an act permitting the incorporation of rural communities including definite school districts. It gives such incorporated rural communities the general powers and privileges of an incorporated village, except that they cannot lose their identity as a part of the school and road systems of the county. Taxes may be levied for various public purposes, but they must be voted at an annual meeting at which a majority of the registered voters must be present, or be submitted to an election, and the amount of taxes and bonds are limited. No legal obstacles, therefore, stand in the way to keep any consolidated school district in this State from becoming a vital political unit.

It is questionable, however, if the consolidated school district should stress the political aspect too much. It would not be desirable to have a county divided into a half-dozen or more antagonistic sections vying with each other for representation on the county boards and each trying to escape its full share of taxation. The county is none too big as a taxing unit, at least for most purposes. I believe the county should be the unit for road construction and administration. In these days of automobiles the limits of daily travel are not as narrow as they used to be. I believe that as fast as possible the county should become the tax unit for schools. It is now for a six months' term. Local taxation for special privileges may be desirable but local taxation for essentials such as roads and schools is indefensible. It puts the heaviest burden on those least able to bear it. The only rivalry between the sections of a county should be what President Wilson called a "rivalry for excellence."

The consolidated school district should be a civic area rather than a political area. The city states of Greece enjoyed a wonderfully vigorous democracy but it was a local patriotism and Greece fell for lack of a national spirit. I have been in one county lately where the consolidated schools are bitter toward each other. We do not want that spirit in North Carolina. We want local pride but not local jealousies. Therefore it seems to me that the consolidated school district should be permitted the use of the taxing power only for special purposes. It can be a valuable school in democracy without assuming all the burdens and risks of complete sovereignty.

Professor Zueblin, speaking on "Historical Antecendents of the Modern Social Center," says: "The organization of people for self-expression dates back to primitive times. Public discussions were familiar in the little democracies of Greece and subsequently in Rome. The German Mark and Swiss Commune furnished the best examples of freedom of public discussion and public actions. The oldest democratic organization now existing, and historically the most important, is the Landesgemeinde of Switzerland. From the 13th century the male citizens of several Swiss Cantons have assembled from their mountain homes for the conduct of their public affairs by the living voice in the open air. The larger use of the schoolhouse and the organization of social centers are not novelties. They are the 20th century revival and expression of that democratic spirit which has been vital at intervals for more than two thousand years."

The organization of a community around the school-house as its capitol is the creation of a new political unit, a little democracy. Being a little democracy, all adult citizens both men and women living in the prescribed territory are members of it. It must be comprehensive if the public schoolhouse is to be used as its capitol. It must be non-partisan, non-sectarian and non-exclusive. One does not become a member of a community center by joining. He is a member by virtue of his citizenship and residence in the district. In a community center men and women meet as "folks" on the ground of their common citizenship and their common human needs. It is as a community center or community capitol that the consolidated country school serves its greatest use. It is the most hopeful nucleating center about which to build a satisfying country civilization. It may be a recreational center, a social center, an educational and cultural center and a civic center. It is impossible to state which aspect of its service is the most important. They are all sadly needed in American country life. But since it is with the civic aspect that this paper is concerned I want to emphasize the possibilities which it offers in that field. As a public forum it offers an opportunity for group deliberation and group expression; as a school of citizenship it prepares for self-government; as a meeting place for civic organizations it fosters coöperation and public spirit; as a polling place it dignifies elections and exalts the ballot; as a community capitol it vitalizes local democracy. Theodore Roosevelt called the public forum "the senate chamber of the people" and Charles E. Hughes declared it "the bulwark of democracy."

Furthermore, the establishment of a vital unit of local self-government promises to provide all sections of the country with a replica of the New England town-meeting, thus injecting new life into our enfeebled democracy. The significance of this is set forth very ably by that keen observer of contemporary movements, William Allen White. He says: "It was the town hall and the spirit of freedom bred in the town hall that gave us liberty, not Yorktown nor any battle. . . . It was the town hall that defeated Cornwallis, and it will be the gathering of neighbors in the spirit of the town meeting that will defeat those who are standing in the way of democracy today. . . . But the town hall is gone. Men meet in the newspaper, but it is crowded with

business. They meet on the telephone, but that costs money. They meet by telegraph, but their meetings are brief. They meet on trains, in the air and upon the street, but always they are in a hurry. There is need of a town hall. Democracy has a heart. Aspiration is deep and vital in our souls. But democracy needs a head. It must have wisdom. And what the town hall was to New England the schoolhouse must be today. . . . The wisdom of the common mind is the strength of every political abiding place. There must be some place to which we may turn as a nation for meditation and communion, some common ground where we may stand and, finding our common wisdom, speak it in the common voice."

The same thought is expressed in these words from that homely philosopher of country life, Dwight Sanderson: "The local community is indispensable as the primary political unit for the maintenance of true democracy, both because it is small enough that there can be personal relations between its members, in which a real consensus of opinion can be formed, and also because only in it can the masses of mankind have any personal experience or participation in government. Unless the individual has a social consciousness of the community in which he lives, he can have but a feeble and hazy realization of larger social groups. It is difficult to conceive how any real democracy can be secured in State or Nation where it does not obtain in their constituent communities. The very life of true democracy is in the participation of individuals in the government of the local group and in the organization of the locality groups, so that there may be a fair discussion and expression by those who are bound together by common interests through some form of self-government for the rural community."

During the last ten years the face of the State has been dotted with fine new consolidated schools, handsome in architecture, complete in equipment, and superb examples of North Carolina's faith in education. But they are more than that. They are an evidence of social hunger, a manifestation of the human instinct for companionship. If they fail to satisfy this longing, even though it may be an unconscious one, they fail in their greatest possible service. They shine like beacon lights of hope in the vast open spaces of the State,—the hope of country life and the salvation of democracy.

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LOCAL RESPONSIBILITY FOR LOCAL SOCIAL PROBLEMS

Elizabeth Branson, Orange County

It is a significant and important fact that America is taking her responsibilities the easiest way, namely, by passing them on to the agency that is, if not willing, obliged by pubic inertia to take them over, for somehow those responsibilities must be met.

It is, of course, clear that all social problems cannot be put into one category, and equally evident that the category cannot be sliced at random and its parts handed around as a pie is served.

Federal, State and Local Problems

Each social problem must have its place in an organic scheme of responsibilities and each responsibility must be exactly determined and nicely related if our country is to develop a wholesome state democracy. Thus, (1) there are problems that belong originally and mainly to the Federal Government, and essentially they are the problem of equal opportunities for all and special privileges for none, in business and in civil life—the problems of national integrity and perpetuity. The major social problems of public education, public health, family life and divorce, child labor and the like are problems that must be locally solved by and with minimum help from Congress and the Federal treasury. And (2) there are social problems that the states must solve upon a state-wide scale under centralized state control, support and direction—problems like public highways, college and university education, law and order, peace and security, crime and prison reform—all of them problems that are too large for smaller civic groups to assume responsibility for. And (3) there are social responsibilities for counties, communities, and volunteer social organizations, to say nothing of social-minded individuals—problems that they must solve if ever they are to be solved at all, and mainly these are the problems of poverty, social contamination, health, high school and elementary education.

Cooperation, the Key to Solution

It goes without saying that in the solving of every social problem there must necessarily be a coöperative relationship between private social organizations and local public agencies, between civic communities and the state, between the state and the Federal Government, and among all of them together. Under these three headings will fall our consideration of social problems.

It is not logical or sane to suppose that all social problems can be dealt with most efficiently by any one of these agencies alone. Neither is it conceivable that any social problem can be solved without fitting coöperation all along the line from the top to the bottom of our social structure. But also,

too many fingers may spoil the pie. Yet on the other hand, too many pies at a baking may result in sorry pies. America is becoming more and more obsessed by the highly centralized way of dealing with its social ills. With the dawn of any given problem, our modern American says, "Take it to the State or to the Federal Government, there is where it belongs, the government will handle it, for my responsibility is ended when I pay my taxes." Little do people in general realize that this method is moving America swiftly along the road of Spain, Italy, and France. In all these countries, state autocracy in dealing with economic, social and civic matters has resulted in the practical bankruptcy of their treasuries. And with the growth of the idea of central and sole responsibility comes the death of community pride and local social effort in America.

Local Responsibility, a Corner Stone of Democracy

Certain problems are most efficiently handled by one agency, that must be true, but never must a state so take the responsibility that its people will feel a deadening of local community pride.

To this main point my paper will be given.

North Carolina, like many another state, is moving beyond the big-policeman idea as the main function of statehood, into active participation in social and civic enterprises that concern general prosperity and common well-being. Its people are proud that their mother state should at last feel responsible for its poor, enfeebled and sub-normal classes, its tubercular, its defective and criminal classes, the education of its youth, the public highways and public health of its people. And rightly should they be proud, for within the last twenty-five years she has become acutely aware of her social and civic deficiencies, and has made an heroic attempt to right them. And, of course, not without mistakes. Mainly these mistakes lie in assuming as a state certain responsibilities that belong essentially to local communities.

Some Doubtful Policies

Perhaps one of the most conspicuous examples lies in the field of Public Welfare. This department was presented to the people by the legislature as a Christmas tree gift from the Capitol. It was not voted in by the people as in practically all the other states, but this does not lessen the fact that poverty, mothers' aid, old age homes and such-like problems should in the main be the responsibility of each local community, so far at least as it may be practical and possible. First, because each community should have a proper pride in treating its own social maladies. And this pride should be aroused, massed, and locally directed by community councils and county boards of public welfare. These are provided for in our state welfare law, but so far they do not exist in any effective way in more than a half dozen of our one hundred counties. Second, because each community can be and ought to be acutely aware of its own cases of poverty, helpless old age unprovided with proper shelter and care, orphan children and defenseless mothers, and local civic organizations ought to be look-out committees for the county wel-

fare superintendent and the county commissioners. Even a superficial look into county jails and county home conditions in North Carolina would quickly convince even the most callous mind that there is urgent need for such local organizations. And, third, because many or most of the problems with which the state welfare board is charged are problems too large for the state to handle in one central office at the Capitol, or even to know about in detail, and they are too large for the state to adjust and treat one by one. The job of the state is to inspect, supervise, direct, report upon, and mainly to educate the public in these fields of local social welfare, and this job alone is sufficiently large to engage all its efforts and resources. It would not be possible for a state to care for all its poor, or all its aged and feeble. To have state asylums large enough to cover these fields would be impossible, both socially and financially, therefore treatment must be localized in the counties. On the other hand treatment for the dumb, the blind, and the crippled can logically be institutionalized by the state, for there are too few of these defectives in each county to warrant effective local treatment.

The Road to Permanent Success

On the one hand, then, we have a problem for the community, and, on the other, one for the state. It is, of course, understood that each needs the coöperation of the other, and if the state, the community, and private agencies and individuals could gain that coöperation and recognition of mutual responsibilities a large problem could be satisfactorily settled. If the state trains expert social workers and supervisors, if the communities should bear the major burden of local expense in housing and care, if both state and local agencies could develop mutual coöperation in attacking the problems of county homes, outside aid, jail conditions, mothers' aid and such-like problems, if each problem fell into its own proper place in a scheme of responsibilities, if politics could be eliminated and local efficiency in welfare service substituted, if local pride and local social conscience could be stimulated to the utmost, then community welfare work in North Carolina would make a long step forward. And the ideal is not an impossible one, but it will take years of educational effort to define the major social responsibilities of private social organizations and local public agencies, of communities and counties, of the state, and the Federal government; to develop the duties and responsibilities of each in its relation to every other public welfare agency; and to realize cordial coöperation in such work all along the line from top to bottom; to make clear just what each may do and must not do, and above all to safeguard local responsibility, local conscience and pride and local tax willingness.

The Public Health Problem

For instance, one of the most pressing state problems is its treatment of the tuberculous. There are more than 30,000 open pronounced cases in North Carolina, and the number of undetected incipient cases is many times more. Is it possible to imagine one, two, six, or even ten state institutions that could serve as curing stations for this large number of tubercular patients? There

are never likely to be millions of money enough in any state to build and maintain a central curing station large enough for all its white plague victims. If there were, there would not be money enough left in any state treasury for any other state purpose whatsoever. Caring for and curing tubercular patients is essentially a local problem, and it must be solved by county or county-group hospitals. The state's job is clinical, directive, educative and stimulative of local effort.

Instead of the impossible and impractical idea of making the state sanatorium large enough to cure 30,000 patients, is it not more sensible to make it just large enough to be a demonstration center of proper equipment, proper organization and expert methods of treatment and care—a model for local public hospitals, setting realizable standards for local efforts—a state-wide agency of health education in the prevention and cure of tuberculosis? Let each county rich enough to do it establish its own tuberculosis hospital, as two or three such counties have already done, or two or three poorer counties in coöperation, as is now being proposed in two or three regions of the state, all modeled on the central state sanatorium, and all directed and inspected by the State Sanatorium staff. Above all things, let each locality feel a just responsibility for its own white plague victims and offer expert local skill under state guidance. Is there any other way in any state or county of reaching and treating the 900,000 tuberculosis victims of the United States? I am roughly indicating my belief that the major financial responsibility for disease-prevention and health-promotion rests upon communities, counties, and groups of counties and that the state treasury should not undertake the impossible task of furnishing money enough to maintain hospital room for all the victims of tuberculosis or any other disease. It is essentially a local problem and in the final analysis an individual problem. The main job of the state is state-wide education, direction, supervision, and stimulation.

The Problems of Crime

And the problems of crime call for reflection. Primarily the causes that produce crime are local, that is to say, they lie in individual home and local community conditions. The tasks of maintaining law and order are mainly community tasks, of policemen, mayors, constables, sheriffs, and courts representing the full authority of the state but serving the local communities and usually under local names and titles. The community responsibilities are prevention, arrest, detention for trial, jails and chain gangs. Punishment and reformation are state responsibilities, because the state alone is able to establish the conditions of punishment and reformation under expert management. And this is just as true of misdemeanants as of felony convicts. City and county jails and chain gangs are bound to fail in the reformation of criminals in the very nature of things. They are not reformatories but schools for crime, and it cannot be otherwise. And the same things are true of local juvenile reformatories. A county building at Concord is a far better investment than a county reformatory at home, less expensive and far more effective. No county in North Carolina has enough crime to warrant its maintaining facili-

ties for the punishment and reformation of its lawbreakers, therefore, such a responsibility must be the problem of the state. Curing crime by confining criminals in cells is a great drain on the resources of both the counties and the state. And it is not a moral stimulus for the delinquent, for reformation does not come from confinement in dark, unhealthy and oftentimes indecent prison quarters of our county and municipal jails.

The Indiana Plan

If a plan could be inaugurated in North Carolina by which the convicted law-breakers of the state could be treated in open-air farm colonies on a self-supporting basis, then the financial burdens of the law-abiding would be less, the chances of reformation greater—that is, under proper management, and the restoration of prisoners to decent citizenship greatly increased. The plan calls for separate state farms for each sex and each race, for misdemeanants as well as felony convicts, and a proper classification of offenders in each colony. It is the plan that is being successfully carried out in the state of Indiana. It is the only state in the Union where the misdemeanants are collected from all the jails and placed in state farm colonies under conditions that give hope of reformation.

Public Education Policies

Education is another great problem that involves coöperation between the state, the counties, and smaller school areas, each with its own responsibilities. Higher public education is a task that the state must undertake as a state responsibility, for no county in North Carolina could support its own college as well as the state can maintain and support colleges for all the counties combined. First, there are not enough students of college age and ambition in any county to warrant separate county colleges of liberal learning and technical training and, second, it would be financially impossible for counties to support efficient institutions of this nature. It is therefore the duty of the State to offer colleges and universities for all its people.

However, in the case of elementary education a different plan may be followed, and the division of responsibilities now in vogue in North Carolina embodies to a great extent my idea of what the State on the one hand and what the counties and towns on the other hand should offer. Each county builds and supports its own school to the last limit of possibility. For the counties that are too poor to support their own six-months' school, the state offers assistance in the form of an equalizing fund, this assistance being distributed according to property values of each county. The idea is an excellent one, but trouble arises when a particular county undervalues its properties for the purpose of gaining a disproportionate share of state funds. This has been done and is being done today. In a word, there cannot be equalization of the school fund until there is an equalization of taxables throughout the state. On the other hand, there is a limit to such state-wide funds—equalizing funds, pensions and the like, and that limit lies in the solvency of the state treasury. For instance, the proposed increase of these two funds

calls for more money than the general fund of the state has ever yet received in any one year in all its history. It is the plan adopted in the Gulf states and it paralyzes state effort in every other form of state enterprise. Georgia and Alabama are conspicuous illustrations of this mistaken policy.

Bureaucracy in Public Education

But North Carolina is not faultless. In one essential matter of public education she is pursuing what in my opinion is a doubtful policy, namely, the centralized control of educational machinery. Thus the state appoints the county school boards and in turn those boards appoint the county school superintendents and with the school boards the county superintendents appoint the teachers. The result is state autocracy in elementary schools, county high schools, and teacher-training schools. The reasons for this policy long since disappeared, and the wonder is that it has survived so long without revolt. And its survival is due to unworthy party politics. One may see the good elements and the bad in our state system of popular education, but on the whole it must be said that better than any other state of the South, North Carolina has solved the problem of elementary and high school education. In most other sister states the burden falls with disastrous effect on the state treasuries, but in North Carolina the burden falls properly enough on the local communities. This one fact lies at the bottom of our common school progress, and dire poverty alone would justify an equalizing fund of four and a half million dollars out of the state treasury year by year.

As for public highways, the experience of the United States and other countries of the world proves that the transportation problem must be solved on a state-wide scale by central highway authorities.

Danger Signals

It is perhaps interesting and instructive to note that the state of Denmark has arrived at this conclusion: "Do nothing for the community which the community might as well or better do for itself." It is a tried policy and a successful one in that little country. We may well study its working, and profit by much of its experience.

In conclusion, have we not come to regard government as a sort of mundane providence which can and ought to take the place of individuals and communities and direct all the activities of man more wisely than human beings can themselves do? It may be so, but it is not democracy. Nevertheless the idea is rapidly growing in America. Today one out of every eleven people sixteen years old and over gainfully employed in the United States, is a salaried official. Bureaucracy is coming to be an order of things in our state and national life, and bureaucracy is autocracy in its most seductive disguise. Why should America fall into this snare, when history offers so many examples of its dire consequences? Bureaucracy was a main and most irritating cause of the French Revolution, and it lingers on to cripple France today as no other one thing in her long history. Europe today is struggling with all her might and main to throw off the bureaucracy that bankrupts and beats down local initiative and destroys the last vestige of individual responsibility.

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STORY OF THE NORTH CAROLINA CLUB

Reed Kitchin, Buncombe County

Beginning with the college year 1913-14 at the University, many county clubs organized for the first time under the inspiration of President Edward K. Graham. Soon after this renewed interest in county clubs became apparent, these clubs united in bringing Professor E. C. Branson, then President of Georgia State Normal, to Chapel Hill to make an address concerning county club work. In his first speech at Carolina, Dr. Branson emphasized the need of a greater knowledge of one's county and state, and his solution of this problem in Georgia was the subject of his address.

A contemporaneous editorial in the *Tar Heel* quoted President Graham as saying that Professor Branson was a fine type of the modern idea of constructive statesmanship. It further concludes, "Here is a man who wants you to know your own section. Not unless you have heard him tell the really wonderful romance of the Georgia Club, can you realize what this study means."

Evidently Dr. Branson's visit created a favorable impression, as many comments like the following appeared: "He puts life into history and makes economics real and interesting." Again, "His work is a revelation. He is a revelation and inspiration. His personality grips on short acquaintance. He is bound to be a progressive force on this campus."

Dr. Branson came to Carolina in 1914 as Professor of Applied Economics and Rural Sociology, a new chair. He was soon dubbed, "Professor of North Carolina." Dr. Branson had much experience behind him on entering the University, especially in the field of economics as applied to the South. He was the organizer of the Georgia Club in 1910, and had been editor of *Home and Farmstead* and Professor of Rural Economics at Georgia State Normal, of which he was president.

Previous to leaving North Carolina, of which he is a native, he had been the youngest member of that famous Tar Heel club, the Watauga Club, to which also belonged Walter Clark, Walter Page, and Clarence Poe in the days of their youth. This club was an association in Raleigh designed to find out and make known information on practical subjects that would be of public use.

It may thus rightly be stated that the North Carolina Club is the legitimate offspring of both the pre-existing Georgia and Watauga clubs. Certainly it is modeled along similar lines and does a similar work and service for the Tar Heel state.

The original idea of the North Carolina Club seems to have been the consolidation of all the county clubs into one super-club, known as the Greater or North Carolina Club.

Professor Branson's driving energy soon perfected plans and on the night of September 15, 1914, ten county clubs—Cleveland, Beaufort, Johnston, Catawba, Gaston-Burke, Rowan, Granville, Wayne, Pender-Sampson and Bun-

combe—met as the North Carolina Club. Everyone was anxiously awaiting the outcome of the project in which the University of North Carolina was leading the other colleges of the country. All were advised to organize their county clubs and get in on the ground floor.

This first meeting was held in Gerrard Hall and was characterized by much enthusiasm. Nearly 200 were present and snappy talks were delivered by President Graham and Dr. Branson. Dr. Branson was chosen president of the infant club and Frank P. Graham, secretary. Two committees were appointed: a steering committee composed of Dr. J. G. R. Hamilton, G. W. Eutsler, and F. F. Bradshaw, and a promotion and publicity committee consisting of F. F. Bradshaw, S. R. Winters, and H. B. Hester. And so the new craft got under way with an offshore breeze.

On this occasion President Graham stamped his approval with the following statements: "I believe this is the most significant meeting of students ever held in North Carolina. I hope that every University student will have North Carolina burned into his consciousness as a result of this club."

Club slogans soon developed. "Get first-hand knowledge about your home county," and "Know your home county," floated from the club standards.

An editorial in the *Tar Heel* characterizes the club as "the most prominent feature of the University's life this year," adding further, "to the layman student it ought to be a thrilling thought to know that he is one of the first units in a movement that is apparently destined to make the University the Wisconsin of the South. Work will find a quicker and larger result if expended in the North Carolina Club than in any other student activity."

From the start fortnightly meetings were held, and then, as now, at every meeting of the club one of the members read a short paper, usually occupying an hour's time, on some economic or civic problem vital to the state.

At the first regular meeting after organization, J. M. Daniels of the Law School told some facts about North Carolina's decreasing meat supply; and the *Tar Heel* commented, "Porterhouse is going up—at least the North Carolina Club expresses such sentiment."

Dr. Branson had been warned by Northern men that such a club would fail among Southern college men, but at the conclusion of one of the first meetings he said, "I shall write to one of those men tonight and tell him that it is succeeding at the University of North Carolina; that tonight 100 students were at the meeting, eager to know and solve the problems of their counties."

In December, 1914, appeared the first issue of the University *News Letter* featuring the work of the club. Its editorial board consisted of Drs. Branson and Hamilton, Prof. Z. V. Judd, and S. R. Winters. It was a single sheet, printed on one side, 13 by 20 inches.

Debates also enlivened the gatherings of the club. The question for the first debate was: "*Resolved*—That North Carolina should have a state-wide dog tax for school support." There were no judges as the Oxford Union system was used by the club, the audience deciding the winners by a plurality vote.

Meeting at the Y. M. C. A. every two weeks at 7:30 p.m., about fifty men got into the spirit of the work and took a more or less active part the first year, so that it was proposed to limit the membership to 50 in order that work might be more thorough and efficient. One hundred and seventeen economic and social subjects were worked out the first year, appeared in the University *News Letter,* and were reproduced in the papers of this and other states. Such subjects as pauperism, blindness, homicide, suicide, and other subjects connected with North Carolina life, were presented, giving the rank of North Carolina with other states in the Union. In less than a year this club had investigated many subjects, and their findings received wide publicity.

Beginning the college year 1915-16 with great vim and vigor, the Carolina Club began anew its work of investigating and discussing the various social and economic problems confronting the state. Usually two papers were read at each meeting.

The results of these state and county studies, more adequately styled "homespun studies of everyday problems in every community of North Carolina," always appeared in brief in the *News Letter,* but it remained for the annual Club Year-Books, the first of which appeared in 1916, to report fully to the public the work accomplished each year. The first of these books bore the title, "North Carolina: Resources, Advantages and Opportunities."

"The Year-Books doubtless evidence the imperfections of youth, but they at least express the judgments of a thoughtful group of young students about what is, and safely can be, in North Carolina. They are a unique body of state literature. They are an easy index of the club's ideals, purposes and achievements."

About this time the University *News Letter* celebrated the completion of its first volume. This popular little clip sheet, one of the agents of the club in distributing abroad its studies and researches, had proved its worth during the first year of its existence, and many large and leading dailies, as *The New York Times, The New York Post, Illinois Free Dispatch, Seattle Morning Times* and *The Atlanta Constitution,* had recognized, praised, quoted from and editorialized it.

Thus, by means of its two central organs of publication, the *News Letter* and the Year-Books, the North Carolina Club was giving to the public of this and other states, reliable information about the many opportunities that await industrious, intelligent labor in our fields and factories.

In September, 1916, beginning its third year, with J. A. Capps in the president's chair, S. H. Hobbs, Jr., as secretary, and Dr. Branson on the steering committee, the club tackled for annual study and discussion, Wealth and Weal in North Carolina. Constant effort was made to make the club a strictly student organization in which men might not only learn their state and county, but might be of great service to the state.

Several lively debates featured the activities of the club this year. A heated discussion and regular debate as to whether the cotton-belt farmer is justified in raising cotton alone, while he buys from the outside his food and

feedstuff, aroused so much interest that it was carried through two regular meetings. In the course of the debate, R. E. Price of the winning negative team eloquently explained why the Carolina cotton farmer who buys farm supplies with cotton money must work thirteen months each year to keep out of debt.

Closing the club's activities for the year, its founder, Dr. Branson, in addressing the club, said: "The men of the club finger the tip of the tap root of economical causes. Their papers are new to every state in the Union, and enquiries and requests for the papers read in the North Carolina Club are pouring in from all over the United States."

Until recent years the old county plan of composing the club was retained and frequently such notices as the following appeared: "The Rockingham County Club met last Tuesday night. W. E. Price appointed as special representative to the North Carolina Club. The club intends to continue its special county work in conjunction with the North Carolina Club." However, this plan is now abandoned and roll calls by counties no longer are held.

The North Carolina Club opened the year 1917-18 with Albert Coates as president and guided as usual by Dr. Branson and Professor Hobbs. This year the club members entered on the study of the then unexplored jungle of county government, and "the county skeleton was pulled out of the state closet."

Never before had an organization undertaken the work of carefully examining and studying the intricate details of county government, and the club settled down to earnest study of this broad subject about which the average man knows little or nothing. The results of its investigations were carried to the public in the livest and most interesting Year-Book yet published, entitled, "County Government and County Affairs in North Carolina." Included in this comprehensive discussion of county affairs are subjects ranging from county jails, chain-gangs, and Boards of Public Welfare to county officers and finances.

President Coates in discussing the club in Chapel in 1917, said: "Three years ago the North Carolina Club was organized with the motto, 'The proper study for North Carolinians is North Carolina.' It has attracted much state attention and favorable comment and just recently the United States Bureau of Education called attention to special features of its work."

In this same year a *Tar Heel* editorial describes the club in the following words: "An organization with a big purpose and with vim. The activities of this group of students, known as the North Carolina Club, have already drawn favorable editorial comment from leading papers of this and other states. There is no more profitable way to spend an hour every other week than by attending these meetings, which never last over an hour.

"Nothing could be more valuable or help a man more toward competent citizenship. Through this means the whole state can be reached and served. The findings of the club reach 10,000 every week through the columns of the

News Letter. The club stimulates the issuing of county bulletins. It should be the aim of every University man to join and see that his county issues a bulletin."

Mrs. Jane McKimmon, State Demonstration Agent of Home Economics, was the first woman to address the club. The meeting was declared the most enthusiastic of the year and it was planned to invite more ladies to appear on the club's program.

The year 1919-20 brought the North Carolina Club into the lime-light again. This year the club worked with the State Reconstruction Commission, appointed by Governor Bickett. The Governor honored the club by appointing the chairman of the steering committee as a member of the Commission. The club president was elected an unofficial member and the chairmen of the club committees were invited to sit with the committees of the state commission in their work. The results of this year's work were published in the Year-Book under the title, "State Reconstruction Studies."

Membership in the club has never been very large—for good reasons. It never canvasses the campus for members, but announces its program and begins its work in dignified fashion, yet in an interesting way that commands the hearty coöperation of its members. Always enough members return each year to begin work anew. Everyone is welcomed into membership who is interested in the problems North Carolina must meet and solve.

Usually sixteen papers are read before the club each year, the result of research work in the seminar library of the Department of Rural Social-Economics, the best of its kind in the United States. These papers entitle the student author to college degree credit when finally accepted by the Rural Social-Economics Department.

The work in this club is an important factor in extension work. No other two or three activities, on an average, get as much publicity in state papers as the North Carolina Club. Nor are any other activities more truly educating the state. The *News Letter,* the official organ of the club, has a larger circulation than the *Alumni Review,* the *Carolina Magazine,* and the *Tar Heel* combined.

The North Carolina Club has for eleven years now, given a concentrated, detailed attention to the economic, social and civic concerns of North Carolina, taking stock of what North Carolina is today and what she can be tomorrow.

Its slogans—"North Carolina—the best spot on earth to live in! If it isn't so, we'll make it so"; "An acre of Tarheelia is worth a whole township in Utopia"; and "Knowing on which side a state's bread is buttered, is worth as much as knowing on which side of the Hellespont Abydos is"—all ring true to the student training for competent citizenship and effective public service.

The more recent club Year-Books are North Carolina, Industrial and Urban (1921), Home and Farm Ownership (1922), and two volumes under the title, "What Next in North Carolina?" (1923 and 1924).

In the spring of 1922 J. W. Bailey, a well-known Raleigh lawyer, established an annual prize of $50 in gold for the best answer to the question "What next in North Carolina?" D. E. Scarboro, of Richmond County, won the award in 1923, with his paper on State Aid to Home Ownership, and in 1924 Lucy F. Lay, of Carteret County, was the winner with a study on County and County-Group Homes for the Poor.

The creed of Clarence Poe accords well with that of the North Carolina Club: "I believe in North Carolina; in her limitless potentialities, in the glory of her destiny; I believe that whatever of good or beauty or nobleness, men in other land or era have wrought, we, the men and women of North Carolina, today and tomorrow, in the Providence of God, may here and now achieve."

SOURCES OF INFORMATION

Tar Heel files, 1914 to 1922.
North Carolina Club Year-Books, 1914 to 1923.
University News Letter, 1914 to 1917.

POINTS OF ATTACK IN OUR COMMONWEALTH'S PROGRESS

Josiah W. Bailey

Where We Lag

Much praise, much bragging, much boasting and some genuine enthusiasm have served to obscure the facts as to North Carolina. We have gotten progress and the means of progress confused. Now that there are evidences of a saner spirit, let us seek the means, the substantial means, of our Commonwealth's prosperity and progress.

The average income per capita throughout the United States is $627.00 per year. In North Carolina it is only $383. Our rank in income is 44th among the United States! South Carolina and Virginia are ahead of us in this respect. They laugh at our boasting.

North Carolina people file less than half as many income tax returns per capita as do the people of the United States as a whole! In this respect also we rank near the bottom.

In bank resources North Carolina ranks 43rd, these resources being only $164.50 per capita.

These are the index facts as to prosperity. And certainly men in possession of their senses must realize that as compared with the people of other states we cannot boast. Far from it, we ought to be deeply humbled, but not discouraged.

We have talked of progress and of prosperity, but neither is reflected in comparative income. We have made some improvement, but in order to catch up with the average American State we yet have far to go. Our rank in respect of poverty, in illiteracy, in tenancy (homelessness), in illicit distilling and in homicides, in circulation of newspapers, is still very low. And yet we boast as if we were in the front rank of American States.

There is a tragical aspect of our rejoicing. One is reminded of the ecstacies of a little girl over a one-eyed rag doll. It was better than any she at any rate had ever had. Where ignorance is bliss 'tis folly to be wise. Nevertheless, let us know the truth.

We cannot make progress or achieve prosperity by mere boasting. We must not deceive ourselves. Surely, we are not silly enough to wish to deceive others.

The worst enemy of this state—the worst enemy of the people of North Carolina—is the man who seeks to convince them that they are prosperous when the average income is but little more than half the average income in our country. There has been too much of this by men who knew better—prominent men. Contentedness with present conditions is a curse.

The Foundation of Progress and Prosperity

We have a right to be proud of certain achievements of the last quarter-century. We have made some beginnings of progress and prosperity—they are only the beginnings, the means of progress and prosperity.

We have gotten our educational system, higher and lower, on a good footing. This is an outstanding achievement. We have yet to devise a tax system that will support it worthily; and it must be worthily supported. This is the next step politically. We cannot support it on cotton patches and tobacco patches. I am glad for evidences that our public leaders are realizing this. In due season the truth will come home to us all with great force. Those who were enthusiastic for free-school progress when it was set on foot at the expense of the poorer people will manifest a reaction when we go after them for the necessary money. But they must stand for it now. For the Commonwealth is not going to build a great system of public education and then suffer it to languish. Our hand is set to the plow. We will not look backward.

We have developed a great road system, and we have provided—reasonably—for its care and maintenance. This is a real achievement. It was built on borrowed money. The debt must be paid in due season. We have here the means of progress—not progress itself. All will depend upon the uses we put the roads to, upon the care with which we maintain them and upon the efficiency with which the system is completed. I consider this road-building magnificent in the true meaning of the word. It is bound to make for progress. We ought to rejoice in it. It is worth all it has cost and much more.

We have made more progress in public health conservation than in any other respect. We have eradicated the hook-worm, we have whipped out typhoid fever, diphtheria and other diseases. We have laid the foundations for a successful war upon malaria. In public health conservation we have achieved greatly. Here is both the means of progress and progress itself. We owe much to Dr. Rankin and to all those who have helped him.

The greatest factor in North Carolina's improvement is that of the alteration of her population. A quarter of a century ago we were eighty percent agricultural. Now we are less than fifty percent agricultural. We have built up towns and cities. Cotton mills and other manufacturing enterprises are responsible for this in large measure. Automobiles and roads have had their part in it.

This change has reduced the number of those who live by means of agriculture, has increased the compensation of hundreds of thousands, and they in turn have become consumers—and so providing better markets for the farmers and thereby enabling them to escape the slavery of cotton, tobacco and time prices.

This is the fundamental change of the last twenty-five years. Without it we could not have built schools or roads. The prophet of this change was D. A. Tompkins. I am witness to the fact that he foresaw it and foretold it as early as 1896—when the outlook was darkest—and wrought mightily for it.

The greatest factor in this change were the men who developed our water-powers. Short of coal, North Carolina could never have become an industrial commonwealth without the development of her water-power. Our politicians have done some glorious fighting for the offices, but to such as these is due the credit for such progress as the people of North Carolina have made.

But granting all, it still remains that the average income in North Carolina is but little more than half the average in the balance of our country. And we cannot say that we have achieved, we cannot boast until the compensation of the men and women in North Carolina is at least equal to that of men and women anywhere else in our country. Whenever we shall have achieved this, there will be prosperity, and there may be that progress that is founded upon prosperity. We may then build schools, churches, roads, welfare institutions, colleges, universities to the full expression of that great instinct for such institutions in the hearts of our people.

How may we do it? Where is the point of attack? What is the matter?

Points of Attack

The development of the school system will help. The development of the road system will help. The development of the public health system will help. But the further movement of large populations from the rural districts or the coming in of large populations from other states into our towns and cities will help more.

For the main trouble with the people of North Carolina is low income, and especially the income of the farming population. I have been saying this for years; and I fear there were those who thought I said it "just to catch the farmer vote." Let me say it again—now when I cannot be so suspected.

The income of the average North Carolina farmer the best year he ever saw was less than half that of the average farmer in the United States. Here is the root of the matter. Here is the rock striking which some Moses will cause the waters to flow. Here is the point of attack in our progress.

The farmers of the South are the only white workers on earth in direct competition with cheap negro labor. We struggle with the handicap of cheapened manhood. The Civil War cost us nothing compared with what it cost us when we set up a tenant system founded upon the cropper contract with millions of ex-slaves. That is what caused six-cent and ten-cent cotton and poverty, illiteracy and all their attendant ills—for forty long and weary years.

Manufacturing enterprises have delivered a North Carolina population of about 300,000 from this competition. Let us hope the movement will go on until 300,000 others have been so delivered.

Through railroad facilities and good roads have furthered the growth of many towns, and we now have some budding cities. Let us hope that these will continue to grow, for as they grow they relieve the farmers of a crushing competition and at the same time create markets for their produce.

What the State Can Do

But you ask, what may the State do as a State in this matter? There are six things we may do, as follows:

1. Of course, we will maintain our means of progress in public education, in health and sanitation, and in roads.

2. We must bring about just freight rates for this State, and just freight rates will build cities. Here is the next great civic achievement. It must come.

3. A sound policy of discouraging tenancy and promoting farm ownership—on good roads near growing towns or cities—may be instituted.

4. A general policy of encouraging water-power development and manufacturing enterprises may be followed—no concessions but common sense, justice, encouragement and appreciation. Capital will not be afraid where sound justice is the rule.

5. In the east we have begun to develop the vast food supplies in our sounds, river mouths and the ocean. A wise policy here will provide remunerative employment for many thousands. In the west there are natural conditions that aided by good roads will draw visitors in numbers sufficient to inerease the general income in that region. Whenever we develop some way for men to make their living in North Carolina by other means than agriculture, we tend to increase the average income on the farm and off as well. Our ratio of farming population to other population is now 50-50. It ought to be 30-70.

6. Our tenant farming is founded on a credit system that tends to the poverty of both the debtor and the creditor. It would be best to reduce tenancy—by the migration of negro tenants over the country and the drift of white tenants to industrial centers—but we may help by correcting the evils of this credit system. Men who pay from 30 to 60 percent for "time prices" are doomed to fail. And in the long run their creditors go down with them. Intelligent supervision and a will to aid where aid is sound, will go far here.

But one asks, Will not the owners of rural lands suffer under the discouragement of tenancy? The answer is NO. They cannot be made worse off than they now are. Get rid of this tenancy, and farm ownership will develop —farming will become worth-while. Land will go up in value. We may not cultivate so much. But we are cultivating too much. Idle land in the long run will yield a harvest of timber; and all will be worth under sound economic conditions more than it now is.

These, as I see it, are the direct means of our progress in income. They will not appeal to the booster or the braggart. But they will appeal to all who realize that North Carolina's problem—her problem of progress in schools, in roads, in welfare as well as in prosperity—is fundamentally a problem in income per capita; and that the root of this problem of income is the low compensation of her 1,200,000 human beings who live on farms and by farming. We have started. We do not intend to turn backward. We mean to

have here a great Commonwealth in every sense of the word. Manifestly, in order to hope for this, we must look to the increase of the income of that half of our population now receiving less than half what they should, measured by the standards of our country.

Finally, we ought to have faith in the capacity of free peoples to work out their own salvation. None of us may think for 2,700,000 people half so well as they may work out for themselves. They may seem, many of them, very ignorant and helpless; but in the mass of them is great wisdom—the wisdom of the ages. For this reason, among others, I hold that an election law calculated to make it easy for the whole people to express their will would be invaluable to our progress. Our present election law on its face and in actual practice encourages and conceals, ratifies and confirms fraud and rascality.

Great Commonwealths are not to be built up under such laws. Here is a point of attack for progress—moral and material. Here is a point wherein political self-respect—a fundamental sort of thing in a free country—ought without delay to assert itself.

January 13, 1925.

BUSINESS EFFICIENCY IN COUNTY GOVERNMENT

Paul W. Wager, Orange County

The 1918 Yearbook of the North Carolina Club

The 1917-18 Year-Book of the North Carolina Club, which contained the studies in North Carolina county government, undoubtedly attracted more interest within and without the State than any other of the Year-Books. That was because a problem was attacked which was serious, imminent, and universal. Except where county affairs were entirely obscured they were everywhere under suspicion. Yet nobody knew definitely what was wrong. The North Carolina Club was pioneering in an unexplored field. To be sure, a few counties in New York, New Jersey and California had been under investigation, but this was the first comprehensive, state-wide study of county government to be made. Naturally, it attracted wide attention. *The National Municipal Review* hailed this book as "a real contribution to the scant literature on the subject," and *The American Year-Book* commented, "North Carolina is the one state where the county problem has been taken seriously."

The First State Conclave

Within the state its influence has been steady and pronounced. The awakened interest in local government led to the State and County Council held on this campus in September, 1919. Here were gathered more than three hundred representative men of the state, including forty-one members of county boards, twenty-eight state officials, four federal officials, forty-four county school superintendents, fifty-one county public welfare superintendents, eleven county health officers, and eighteen social workers. The governor of the state presided and state and local officials presented their aims and their problems. In round table discussions the facts and failures of democracy were laid bare, and each officer was able to draw on the experience and judgment of the others. It was an unique conference and had a healthy effect on North Carolina government, both state and local.

Two years later as a direct outgrowth of this meeting came the first Regional Conference in North Carolina on town and county administration. Here again public officials and social agents met and frankly laid down what to them seemed to be attainable standards in their respective departments. Once more the county was appraised, its progress measured, its deficiencies exposed. An increasing number of citizens were getting interested in county affairs. The state association of county commissioners at their 1922 meeting endorsed practically all of the suggestions which had grown out of these conferences.

That same year Governor Morrison, as an evidence of his interest, appointed a commission of thirty-seven representative men of the state to study county government and be prepared to make recommendations to the General Assem-

bly. Our present Governor, A. W. McLean, was a member of the committee and is keenly interested in the subject. Though there has not yet been a general overhauling of county government, a number of counties have secured legislative permission to make improvements on their own account and there has been considerable remedial and constructive legislation since 1918 that is state-wide in its application. I do not mean to imply that the North Carolina Club is responsible for all of this, but it has helped to create a public sentiment which has made these gains possible.

In these few minutes I cannot explain to you all the faults and virtues of our present scheme of county government. I cannot touch the political aspect of the problem. I can say nothing of public welfare or education, I must confine my remarks to just this—the necessity for a more business-like administration of county affairs.

After all, county government is pretty largely a matter of business administration—assessing property, levying and collecting taxes, constructing and repairing highways and bridges, keeping a record of land transfers, administering relief to the poor, caring for the prisoners, and so on. These are not matters of policy. There is not a Democratic way and a Republican way to build a highway or a courthouse, but there is a business-like way and an unbusiness-like way. The business-like way is to administer public affairs as simply, as directly, as openly, and as cheaply as is possible.

There are three phases of county finance, tax assessing, tax collecting and tax expending, and North Carolina counties have been deficient in all three.

Tax Assessing

It is to the interest of the taxpayers that all property shall be listed and at a uniform valuation. The constitution provides that all property shall be taxed by uniform rule according to its true value in money. Every assessing officer has been required to swear that he would observe this principle, and every taxpayer that he had made his return in compliance with it. Yet so completely had the principle been violated under a system of local assessment that in 1919 the general assembly passed a Revaluation Act and entrusted its application to the State Tax Commission. All property was assessed at 100 percent of its market value. The result was that the assessed value of all property in the state rose from $1,099,000,000 to $3,156,000,000, or an increase of nearly 200 percent. Real estate alone arose from $430,000,000 to $1,700,000,000 or nearly 300 percent. Over one million acres of land that had previously escaped the assessor were placed on the tax books. Unfortunately this revaluation was made during a period of inflation so that after the slump came the counties clamored for reductions. In view of the deflation the legislature granted the county commissioners the right to make horizontal reductions. Acting on this authority a majority of the counties made reductions ranging from 10 percent to 50 percent. The primary purpose of the revaluation was thus defeated and we are as far from any uniform standard of valuation as we were before,—*between* counties at least. Possibly there is more equity *within* a county than there was before. One permanent

good came from the revaluation, however. It succeeded in listing a lot of property that had not been on the tax books before. Furthermore, the abolition of the state property tax largely mitigates the evil of inequalities as between counties. Now if a county wants to assess its property at 50 percent of its true value, it simply means its tax-rate is twice as high as it would otherwise be. The state is not concerned, for it still uses the 1920 valuation as a basis for the distribution of the school equalization fund.

The practice of concealing taxable wealth from the assessor is as old as organized government, and it will probably continue as long as human nature remains selfish. No one pretends that more than 50 percent of intangible wealth gets on the tax books. That is why the state governments are abolishing the general property tax. There seems to be no substitute for the county at present.

While tax-dodging is an old and persistent evil, it could be checked. First, a more severe and more certain penalty should follow whenever guilt is discovered. Second, taxpayers should have greater assurance that a dollar paid in taxes will yield a dollar's worth of service and, third, a man will not be so tempted to under-estimate his property if he can know that his neighbor is not under-estimating his.

Then and Now

On all sides we hear the complaint that taxes are higher than ever before and are steadily mounting. It is true, as these figures will testify. In 1902 county and school taxes in North Carolina amounted to $2,800,000, in 1912 to $6,175,000, and in 1922 to $28,375,000. During the ten years from 1902 to 1912 the money collected from taxes and spent for purely county purposes more than doubled, and in 1922 it was nearly four times as great as in 1912. The amount collected for schools was nearly twice as much in 1912 as in 1902 and nearly six times as much in 1922 as in 1912. Or stating it in another way, the total local tax in 1922 was four and a half times what it was in 1912, and ten times what it was in 1902. This sounds pretty formidable until we consider that this increase is more than conpensated for by the increase in taxable wealth. Actually the *ad valorem* rate is decreasing, being for county and school purposes $1.26 on each $100 worth of property in 1902; $1.13 in 1912; and $1.10 in 1922.

Now, if we measure this tax increase on a per capita basis, it is a different story. In 1912 the average North Carolina citizen paid $3.74 for county and school purposes, while in 1922 the figure had risen to $11.09. Or, if we include state taxes, it was $4.33 in 1912 and $13.98 in 1922.

Yet I doubt if there ever was a time when the rural taxpayer got more for his money than today. All over the state fine, new, well-equipped schools are being built in the open country. A four-months term is giving place to an eight-months term and better trained teachers are being provided. Good highways make it possible for the farmer to market his produce twelve months in the year. Streams that he used to ford are now bridged. His children are given free medical examinations and free vaccinations. The

death rate from malaria and typhoid has been reduced almost to the vanishing point. The criminals, the feeble-minded, the insane and the dependents are being removed from his neighborhood, and their custody assumed by the state. The courts stand open to give him justice. Welfare agencies and health agencies are not only salvaging human wreckage, but are consciously striving to conserve and tone up the human resources of the state. As these new and added functions are assumed by governmental agencies it naturally raises taxes. But let us not think of taxes as an exaction levied upon us by an invisible force, but our just share of the expense attached to these coöperative endeavors. I am not saying that every dollar in taxes yields a dollar in service. It does not; there is graft and waste and inefficiency as I shall presently point out. I am contending that the average rural taxpayer is getting more for each of the eleven dollars he pays today than for each of the four dollars he paid ten years ago. The property tax, which represents the bulk of the farmer's tax, is not excessive in this state. In fact, it is lower than in any other state, and it is all spent locally. In 1922 the average tax levy per $100 assessed value in North Carolina (including the cities) was $1.47, or the lowest in the United States. And even when reckoned on a per inhabitant basis, there were only five states where the burden was less,—all southern states and all lagging far behind North Carolina in constructive enterprise. I think I can say without being disputed that the North Carolina taxpayer gets more for his money than does the taxpayer in any other state, and especially is this true of the person who pays only a property tax.

Progress in Spite of Inefficiency

All this, however, is not a defense of the present methods of handling public funds. The amazing thing is not the efficiency of local officers in North Carolina, but that we have maintained a relatively low tax in spite of their inefficiency. There are many factors which enter into the explanation which I have not time to present. There ought to be little consolation in the fact that other states outdo us in waste and inefficiency or in the fact that we are bonding ourselves and our children instead of paying as we go. The bonded indebtedness of North Carolina counties in 1902 amounted to $1,670,000, in 1912 to $5,299,000, and in 1922 to $55,330,000, and in 1924 to $87,062,000.

Tax Collecting

In the second place it is rather remarkable that tax rates are not higher than they are when we consider that anywhere from five to ten percent of the taxes levied on property are never collected. Manifestly this is unfair to the conscientious citizen, for it raises his tax by that much. What is the cause of this high ratio of delinquent taxes? It is due almost entirely to the failure on the part of the tax collector to carry out the provisions of the law. The law provides that after all efforts to collect the tax on real estate out of the taxpayers' personal property are exhausted, the sheriff shall sell such portion of the real estate as may be necessary to pay the tax on the whole.

As a matter of fact, rarely is a diligent effort made to collect the tax out of the personal property because it is an unpleasant task. An easier way is to advertise in the county papers the names of the delinquent taxpayers, and announce the day on which the encumbered property will be sold for taxes. Usually the sale is only a gesture. Nobody will buy because of the annoyance involved in getting a title, and the county bids in the property. The owner has a year to redeem his land but if he doesn't redeem it nothing happens. The county does not foreclose and take title. It is true the unpaid taxes stand against the land, but soon a new set of county officers come in, probably no one has kept up with the back taxes, the sheriff doesn't want to make himself unpopular by starting out to collect old debts; and so the slate is wiped off, the new administration begins afresh, and the wasteful practice goes on. This is not true in every county, however. I know of one county where the taxes, plus the 20 percent penalty collected on redeemed property, more than equals the amount of the tax sales. But even in this county those who fail to redeem do not lose title to their land. An account is kept of the back taxes and if the land should be sold the county can collect five years' taxes and penalties. I know of another county where last year the tax sales amounted to $36,000 and redemption is being permitted without any interest or penalty. Much of it has not been redeemed and will be sold again next year.

When it comes to taxes on personal property and poll taxes the loss is even greater. Thousands of dollars' worth of taxes are declared insolvent every year that might be collected with a little effort. In some counties the loss from uncollected taxes is tremendous. The law dealing with delinquent taxpayers is a dead letter. One writer on the subject says, "It is not the strength of the tax law and the administrative machinery, but either the innate loyalty of the citizens or their inertia and ignorance or their dislike of litigation that makes anyone pay his taxes."

Another source of waste has been the expensive method of collecting and handling public funds. In most counties the sheriff, acting as tax-collector, is allowed 5 percent on the first $50,000 collected and 2½ percent on the balance. Now, with taxes averaging $280,000 per county, this is a very lucrative commission. Some of the counties are therefore reducing the commission or putting the tax-collector on a salary.

In spite of handsome commissions sheriffs are often derelict in the performance of their duties. They use the tax-collecting power as an instrument with which to strengthen their political estate. I could mention two or three recent examples were sheriffs have been found with big shortages and yet are personally so popular that they cannot be ejected from office.

The County Treasurer

The treasurer has been another unnecessary expense. Why pay a treasurer a fat salary or commission to handle the county funds when banks will do it for nothing, or even pay for the privilege? In 1919 the General Assembly authorized county boards of commissioners, in their discretion, to abolish

the office of county treasurer and to appoint a bank or banks to perform the duties of the office. Up to the present time twenty-six counties have taken this step. Since the county treasurer acts also as treasurer of the school board its funds are also transferred to the banks. A few years ago it was not uncommon for the county treasurer to be receiving as much for holding the school funds as the county superintendent of education was receiving for administering them.

Ten years ago most of the county officers in this state were paid on a fee basis, charging whom and what they liked and pocketing the proceeds without making a report to anyone. When it was discovered that in the more populous counties the commissions often yielded magnificent incomes these counties changed to a salary basis. It was thought that fees would yield enough revenue to pay all the courthouse salaries, but strangely the fee revenue dropped off when it no longer went into the pocket of the official. There ought to be some way to check up on every single document drawn, every license issued, every deed recorded and the official chargeable for the full amount of every fee. The average official does not think of it as dishonesty to remit a fee. It is his idea of being a good fellow in office. It is hard to instil the idea that public office is a public trust and not a public award.

County Expenditures

Let us turn now to the third phase of county finance, the expenditure of public funds, and observe how the system works.

In 1922 there were only 14 counties out of the 100 in the state which collected and spent less than $100,000, while there were 15 which spent over half a million dollars each and 27 others which spent over a quarter million each. The average for all the counties was $280,000 and this, mind you, does not include bond issues.

Can you imagine a private business of that magnitude being conducted without systematic bookkeeping, without an audit, without a business manager, without any head at all? Of course not, yet that is the way county business is conducted in three-fourths of the counties of the state.

Most of our county officials are elected by popular vote for short terms. They are not chosen for their business ability, but because they are prominent in the party. They come into office untrained for their work, with no knowledge of bookkeeping, and with no manual to guide them. They are usually honest men, but incompetent. They may try to keep their accounts faithfully, but lacking even the rudiments of bookkeeping, their efforts lead to hopeless confusion. Even when the accounts are intelligible they are not of much value so long as they do not reach beyond a record of cash handlings. "The cardinal defect of our present county accounting methods," says a prominent public accountant, "is the lack of general books of account, or accounts of control. The present system is limited to the departmental cash-book record. Each officer keeps his own cash-book in his own way, with no regard to its relationship to the county finances as a whole." It is almost impossible to prepare from such records a complete financial statement that is intelligible

to the taxpayers. Not only are the taxpayers kept in ignorance of the financial condition of the county, but the county officials themselves are often just as much in the dark.

Inefficient County Bookkeeping

No cost system is maintained. There is no way of measuring efficiency. How much per day does it cost to feed a prisoner? How much to feed a work animal? How much to lay a square yard of concrete? Why do convict laborers cost 95 cents a day in one county and $1.73 in another? Why are some county homes self-supporting and others a big expense? How do election costs compare in the different counties? Is the county printing being done as cheaply as it might be? Why does one county collect 99 percent of its taxes and another county 85 to 90 percent? These questions cannot be answered so long as we have only cash-book accounting. We cannot compare one county with another. We cannot compare one administration with another until we have a uniform system of cost accounting in operation in every county.

Let me cite a few evidences of incompetence selected at random.

Miscellaneous Examples

In one case where the books of a county were audited, it was found that an adding machine and a typewriter were purchased for one of the officers and paid for out of the county funds. When the officer went out of office he took the machines under the impression, as he explained, that they were his. At the time no one knew differently.

In another case it was disclosed by an audit that a car-load of flour had been loaned by the county to a local merchant who ran out. If the flour was ever returned the books failed to show it.

In another county it was found that for four years the county commissioners had not had a settlement with the sheriff.

I am told that in one county the sheriff did not get the tax-list until December because he had not settled for the previous year. And in another county the commissioners were still withholding the books in March. In the latter case the commissioners had practically fallen down on their jobs. They felt helpless to cope with the situation.

Another county has two sheriffs, one recognized by the court and another by the people. The latter was ejected by the commissioners but refused to surrender his office.

In one county the Clerk of the Court misappropriated some $27,000 of Confederate pensions before being apprehended. Even then his constituents were reluctant to remove him from office.

I could mention a county which, in January, 1925, had yet to collect $45,000 of 1923 taxes. This same county has accumulated a current deficit of over $600,000 and each year sees it increasing.

I know of an instance where the county commissioners loaned the school board $20,000, borrowing the money from a Greensboro firm. When the note

was paid the treasurer was credited for having paid the $20,000 out of the county fund. Later the school books were audited and he was credited with having paid the note out of school funds. It was only by accident that the error was discovered. This same treasurer overpaid a New York bank $1,450 interest on bonds. When he went out of office he was $22,000 short.

One county reports: "The taxes collected after the books were closed and the errors and insolvents just about balance, so we make no record of these."

In another county an audit saved the county $30,000 yet the auditors did not charge any county official with intentional wrong-doing—just a result of laxity in keeping the records.

Oftentimes accounts are so hopelessly confused that even expert auditors cannot untangle them. In certain cases certified public accountants and representatives from the state auditor's office have arrived at entirely different conclusions.

Sometimes tax collectors for the new year begin before the books are closed for the previous year so that shortages can be carried over from year to year. Within the past two weeks a County Board of Education has been found guilty of this practice—evidently with no fraudulent intent. Other practices of the board are criticized as unbusiness-like and in some cases illegal. For instance, instead of paying each teacher separately, the principal in one school received one check and he paid the other teachers. The audit reveals that he was paid $385 more than the total of the several salaries. Another example of poor business was as follows: A school board received a check for $455 to cover tuition of non-resident boys and girls. This check was turned over to a garage to settle a bill for $101. The garage gave in change a check for $354 which was turned over to a Durham business house to settle a bill of $45 and this time the change of $309 was given in cash which was kept in the superintendent's office without being recorded on the books. Probably there was no thought of stealing but a professional crook could hardly have covered his tracks more skillfully.

Needed—A Simplified and Unified System

Such examples of inefficiency might be multiplied indefinitely but enough have been mentioned to illustrate my point. Such laxity in bookkeeping not only prevents the gathering of comparative statistics, but it courts dishonesty. It may cover the tracks of a rascal or condemn an innocent man to jail. When an audit is attempted it frequently takes months and involves a big expense, whereas with a simplified and unified system of bookkeeping an audit could be made in a few hours.

The state has provided the legal machinery to bring this about. In 1921 the General Assembly passed a law the first section of which reads: "It shall be the duty of the state auditor to cause to be examined at least once a year, and oftener if in the judgment of the state auditor conditions require, all counties and county officers receiving or disbursing public funds, and that

such state auditor be and he is hereby given full power to examine all accounts and all official affairs of every county office and officer receiving or disbursing public funds."

Unfortunately, the legislature has failed to provide sufficient funds to carry out the provisions of this act in all the counties. In a few counties the audits have been followed by the installation of better accounting methods, but most of the counties are still operating in the lax manner which I have described.

Centralized Control the Solution

After all, an audit, while valuable in disclosing the state of affairs at a particular time, or in revealing loose practices, does not prevent the same mistake from being made again. In other words an audit functions only after the damage is done. Cost accounting aids in discovering the source of a leakage. It makes possible analysis and comparison. But along with cost accounting and the audit, there is one other fundamental and that is a competent, full-time business administrator in each county. Prevention is better than cure. It is better not to lose money than to merely detect the loss. County expenses can never be properly controlled until there is centralized control.

In our national government we have a chief executive in the President who appoints the heads of the several departments, in the state we have a governor who appoints most of his subordinates, in the city we have either a mayor or a city-manager with appointive power. In each case there is a gradation of authority. But in the county there is no chief executive; there is no gradation of authority. Each office is a separate entity, spending on its own authority, and independent of the others. The commissioners have no effective control, for their control comes too late. They simply audit bills for payment after the debt has been contracted. If it is a reasonable bill they pay it without a word; if unreasonable, they fume a little, but the bill is paid in either case.

Confusion of Political Theory

Contrary to the American theory of complete separation of powers—executive, legislative, and judicial—the board of county commissioners acts in all three capacities. While it does not have ordinance-making power, it does pass rules and regulations that have the force of law. These are legislative acts. When it sits as an equalization board it is serving in a judicial capacity. But Article VII, Section 2, of the Constitution says, "'It shall be the duty of the commissioners to exercise a general supervision and control of the penal and charitable institutions, schools, roads, buildings, bridges, levying of taxes and finances of the county, as may be prescribed by law"—clearly executive functions. Yet the total time devoted to their executive duties may not exceed one or two days a month. This is perhaps long enough for their legislative duties, but certainly not long enough for their executive duties. It is entirely constitutional to delegate this executive authority, but it has not generally been done.

There are evidences, however, that the people are seeking something better than the haphazard methods which have prevailed so long. Within the past three years notable advances have been made. A budget system has been inaugurated in a few counties. A satisfactory accounting system has been installed in other counties. Most of the counties have established some sort of auditing arrangements, though some of these are not thorough-going. Finally a few counties are reorganizing their government to meet the larger demands of modern times. In Buncombe County each of the three commissioners is head of a department—namely, finance, roads, and public institutions. In Alamance County the chairman of the board acts as county manager. In Scotland, Edgecombe, Pitt, and a few other counties the auditor is a county manager in all but name. He, instead of the register of deeds, makes up the tax books and acts as tax supervisor. He superintends all buying for the county. He audits all bills presented to the commissioners for payment and checks them according to the provisions in the budget.

There are two principles to be noted here: (1) The commissioners have separated the strictly executive functions of the board from the purely legislative. (2) They have taken from the register of deeds and the sheriff certain functions that in many counties are seriously affected by political pressure, and placed them in the hands of an executive who can perform his duties without fear or favor.

Ten Leading Principles

I do not wish to imply that the effectiveness of county government can be measured entirely in economic terms. It cannot. There are social values to be computed. But tonight my text is business efficiency, and in conclusion let me mention ten principles of business efficiency in county administration:

1. List all property at a uniform rate of valuation, preferably 100 percent.
2. Attach a heavy penalty to the willful concealment of taxable wealth.
3. Require an annual settlement by the tax-collector and be less liberal in granting reliefs.
4. Abolish the office of county treasurer, where it remains.
5. Collect all taxes from personal property if possible. Land should be sold by the sheriff only as a last resort and then it should be a bona fide sale.
6. Except in the poorest counties put all officers on a salary basis, every fee and commission to be accounted for.
7. Devise and install a simple and uniform accounting system in every county, with a manual of instructions for new officials.
8. Secure adequate appropriations to provide the state auditor with a competent set of field agents to assist in the installation of better accounting systems and to perform the annual audits.
9. Establish a budget system in every county and publish each year an intelligible financial statement.
10. Provide for a full-time business manager to execute the orders of the board, act as purchasing agent, audit the bills presented and prepare the annual budget.

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THE BASIS OF TAXING LAND VALUES

B. B. Wright, Cleveland County

Historical Background of Land Taxation

Taxes on land, if not the oldest sources of revenue are among the oldest. They were originally charged according to the gross produce of the cultivated land, as in ancient Egypt, or according to land area, as in Rome and England at one time. In mediaeval times the Roman system of taxation was displaced by a confusing variety of taxes. Gradually there emerged general property taxes growing out of the land tax. Land, houses, and personal property were all included in this general property assessment because they were considered presumptive evidence of income. European countries quite generally shifted the emphasis from property to the income from property as a basis of taxation, just as the English land tax became eventually a rent charge. The United States, however, took over the general property tax and made it the chief source of local revenue.

The general property tax became firmly established in the United States about the middle of the last century when most states incorporated the so-called "uniformity" clauses in their constitutions. At that time taxing authorities were disturbed by the increasing amount of intangible personal property, such as stock certificates and bonds, which were escaping the general property tax. Accordingly, "uniformity" clauses were adopted, providing that all property, both real and personal, tangible and intangible, should be taxed at a uniform rate.

Tax Methods and Land Utilization

The reasons for studying the tax of land values are based mainly on the effects of present taxation methods on land utilization. First, let there be no confusion about the effect of taxes today on the utilization of land. The high percentage of land income, particularly income from farm land, which is being paid in taxes, is already discouraging people from developing or undertaking the utilization of land. We do not mean to say that an expansion of land utilization is universally needed or desirable at present. Certain uses of land are overdeveloped today, while others are underdeveloped. In the future, however, an increase in population may call for more intensive or extensive utilization of land, which may not be accomplished when the need arises because high taxes take away the incentive to bring new land into use. Moreover, if taxes increase to the point where they take practically all of the land income, the individual becomes nothing more than a tenant of the state, and his incentive to produce more efficiently is greatly lessened. The uneconomical effect of high taxes is seen also in the field of federal income taxes. Surtaxes on large incomes were placed so high during the war that a great deal of investment capital was driven into tax-exempt securities from which a higher net return could be obtained. The abundance

of capital seeking tax-exempt securities, which are largely state and municipal bonds, has made it more tempting to state and local governments to cover their expenditures by a bond issue than to pay their bills out of current taxation. The inevitable result of this situation has been the piling up of interest charges to burden the future and making still more difficult the utilization of land which is taxed highly.

Second, farmers are losing their margins of profit on account of high taxes, others are losing their homes, and others still are discouraged from taking up the vocation of farming because of high overhead expenses. An examination of the statistics of state and local taxation not only warrants the statement quoted above from President Quamme, of the Federal Land Bank of St. Paul, Minnesota, but also warrants the further statement that, unless present taxation policies are changed, we shall approach the time when the government will confiscate through taxation the entire value of farm land, since it will take practically all of the annual net income from land in taxes. The following table illustrating stages of the tendency was prepared after careful investigation by the United States Department of Agriculture.

TABLE I

Percentage which property taxes constitute of net rent before taxes are deducted—tax levies of 1919:

State and County	*No. farms studied*	*Net rent per acre before deducting taxes*	*Property tax per acre*	*Percent of taxes to net rent before deducting taxes*
Michigan, Lenawee County	111	$4.40	$1.67	38
Wisconsin, Dane County	106	3.98	1.18	30
Minnesota, McLeod County	87	3.49	.85	24
New York, Delaware County	137	1.23	.38	31
Pennsylvania, Chester County	177	1.83	1.20	66
Indiana, Tipton County	77	9.38	1.41	15

This table speaks for itself. The situation is bad when property taxes take from 15 percent to 66 percent of the net income from land. This tendency is still more obvious when we learn that taxes on Ohio farm land, for example, increased 77 percent from 1913 to 1921, and taxes on Kansas farm land increased 171 percent during the same period. Should this tendency be allowed to continue at this rate, within a generation or two all the income from land would go to the government in taxes and farm land values would fade away.

Rural and Urban

Third, property taxes do not eat into income from urban property so much as they do into income from farm lands, according to the meager statistics now available.

TABLE II

Ratio of taxes to net rent (before deducting taxes) for urban real estate rented for cash in 1919:

State and County	*No. properties*	*Percent of taxes to net rent (before deducting taxes)*
Wisconsin, Dane County	10	11
Minnesota, McLeod County	27	24.8
Indiana, Tipton County	22	15.8

These two tables point out very strikingly the difference in taxes on income from urban and real property. In Wisconsin, Dane County, the ratio of taxes to the net rent on rural property before deducting taxes was 30 percent, while in the same county it was only 11 percent on the urban property. As the masses of the rural people become better educated, will they continue the utilization of farm land when there is such inequality in the taxation? It is up to the student of economics and the law-making bodies to work out some plan whereby this situation can be improved to the extent that we can maintain an equilibrium between rural and urban property.

Fourth, new sources of taxation must be uncovered. Heretofore, our system of income and property taxation has assessed the earnings and the accumulation of wealth. The field of indirect taxation, or taxes on expenditures for consumption, has been inadequately developed. The two systems differ greatly in results; under the present system the men and women who have saved and accumulated property to support them in old age are taxed heavily, while their young contemporaries may escape taxation by spending their earnings. Thrift is penalized and relatively lavish expenditures are thereby encouraged. If more taxes on expenditures were levied and taxes on accumulated property, some of the unnecessary expenditures of modern life would probably be saved, thrift encouraged, and wealth accumulated.

Taxation is a great and pressing problem. Not only do present taxes eat into incomes of land-owners and utilizers with untoward results, but, what is worse still, they often encourage anti-social exploitation of natural resources as in the case of forest land. When we consider the desirable effect which home-ownership has upon the prosperity and vitality of a people, it is alarming to find that many people are discouraged from home-ownership by the prospect of high taxes.

High Taxes and the Cityward Drift

Fifth, we have witnessed in the last few years a rush on the part of the people to the towns and cities of North Carolina. This movement towards the towns is largely the result of our industrial development, but partly due to high taxes, school disadvantages in the country, etc. This change was welcomed when it first began, as many farms were over-populated, but today the situation is different, for most enterprising men have left the farms and the movement has not stopped. Too many people in the towns are just as harmful as too many people on the farms. It is a truth recognized by most

economists that farmers do not really make any money from farming, but hold on to the farms because of their increase in value. But when taxes are so high that they cannot live properly without exploiting the land, the people as a whole will suffer, for we are depending on the farmers for many things.

The statistics quoted above are not available for North Carolina and some may think they are radical, but one only has to go out and ask a few farmers what percent of the rent they pay as taxes. They will tell you that after they pay for some improvements which must be made on the property each year and pay the taxes, they do not have anything left.

Enough has been said to indicate that the present trend is towards the confiscation of land values by the government. The nearer we approach this end, the nearer we come to destroying free enterprise. Even in the last North Carolina legislature there was a bill introduced to lower the tax-exempt property from three hundred dollars to fifty dollars, while it is allowed to a man with a fifteen-thousand-dollar automobile to pay just a little more for his license number than the man who owns a Ford. In reality, the man who owns the costly car should pay at least fifteen times as much tax.

Sixth, the present system of taxation does not help in the conserving of natural resources, especially the forest products. To the private individual owning timber, conservation means postponement of present exploitation. As a consequence the charges which they carry in the form of interest, taxes and other overhead expenses will pile up. If he can see future prices sufficiently high to cover all such expenses, he will conserve the resources for future utilization—otherwise, not. Under our present system of taxation we do not encourage the conservation of our forests and we see the results in this state. This is enough to show that we need some change in our present tax system.

Proposed New Taxes

It is seen that some change is needed to relieve the above situation. Various ways have been proposed and tried. Some economists have advocated the Single Tax, others the Habitation Tax, while still others believe that the General Property Tax can yet be used successfully if re-worked in the right manner.

Some experts advocate a Single Tax as the best method of taxing lands, but a few words will suffice to show the fallacy in this doctrine. The advocates of this Single Tax on land values claim that it is a remedy for all evils. It would be simple in administration and collection. The tax would only be a way of giving back to society the wealth it has created. It would increase wages, and finally it could not be shifted to purchasers of real estate. If we admit that a Single Tax is a simple thing, we cannot grant the other contentions. Society may and does create some land values. On the other hand, society in many instances decreases land values. Then, too, not only have land values been increased by social conditions, but other values also. A bank, for instance, may be organized in a small town and without increasing its capital stock may treble in value in ten years because of the fact that the town has grown and more business is transacted; therefore, this contention

is absurd. The contention that the tax cannot be shifted is also absurd, because if it could not be shifted, one class of property owners would pay all the taxes, while all others would be exempt. Furthermore some of the advocates are in favor of the Single Tax because they claim that through the incidence of taxation each member of society would contribute to society in the same proportion as he consumed the products of land. In other words, as he is able to pay. Moreover, if one grants that the Single Tax on land would be an advantage in taxing city property and thus taking for society part of the value it creates, we cannot by any system of reasoning see how a single tax will benefit states that are almost wholly agricultural like North Carolina. In such a case the Single Tax would serve only in placing a heavier burden of taxation upon farm lands which are already bearing more than their proportionate share. And finally, the advocates of this doctrine do not claim it to be an immediate remedy for present evils. Rather do they say that at some indefinite future time a Single Tax on land values would yield sufficient revenue for all public purposes, thus becoming an ideal tax. Therefore, we conclude that a Single Tax will not help the situation in North Carolina.

Some economists have advocated a Habitation Tax. This, they declare, should be put into operation. It would provide that a man's living quarters be taken as an index of his ability to contribute to the support of the state; that a certain rate should be paid per room of each resident, with progressive rates for more costly residences and mansions. This system would not work in North Caroina because the majority of the people would willingly risk life and limb in log cabins rather than pay such taxes. Further, there would be inequality between taxes paid by the miser and those paid by others. A miser worth ten millions of dollars would live in a hut and thereby escape with a minimum tax. On the other hand, a young man who wished to build a home for the future would bear more than his share of taxes. Enough has been said about this system to show how impracticable it would be in reality.

Unimproved Holdings

"In every phase of life, you know, comedy and tragedy go hand in hand. A fellow gets drunk and paints the town red; we fine him. Another fellow stays sober and paints his house white; we also fine him. One fellow builds a coop—we fine him every year the coop is in existence; while the fellow who robs the coop we only fine once. The man who uses opportunity we punish; the man who does not use it we reward liberally." This is the cause for so many vacant lots and unimproved farms in North Carolina today. These vacant lots and farms are vacant and unimproved only because it pays to hold them so. Men would not leave money in idle farms and lots unless, in the run of years, the increase in selling value would amount to at least five percent per annum, which is the market rate for money, and so as an inducement to hold them idle, to stand in the way of progress.

We are encouraging these vacant lots and farms in North Carolina by allowing them to be taxed at a very low rate. Probably an example will

make the situation clearer. I know of one man who owns several hundred acres of unimproved land near a great educational institution. This man, five years ago, was offered $25,000 for this land, but he would not sell. Furthermore, why should he sell when the land was costing him only a very small tax per acre? It is true he derived no income from it except the increase in valuation. Last year this man was offered $125,000 for this same land, and he still will not sell. Can he be blamed when the valuation increased $100,000 in five years? The question is who helped this property to increase in valuation so fast? It was society. Why should not this man give back to society at least a part of this increased valuation? If this property were on the tax books today at its real value, the owner would have to sell part of it to meet the taxes because he is not a wealthy man. Many examples could be pointed out in our large towns where lots are held vacant, thereby keeping taxes low, while in reality the value of the property, even though it be vacant, is increasing in value at an enormous rate.

There is nothing good about the vacant lot industry, except that it may be an opportunity to some man to get something for nothing. But let us keep this in mind: when one man gets something for nothing, somebody else is getting nothing for something. This is the tragedy. The owner of vacant lots reaps where he did not sow anything. But still our taxing system in North Carolina allows a man with vacant lots and unused farm lands to be taxed but little on the ground that he claims he is not getting income from the property. (In reality, as in the example pointed out above, the value of the property may be increased at the rate of 20 percent of its value each year.) What we need in North Carolina is a system of taxation that will tax vacant lots and unused farms high, so that society may derive some benefit from the wealth it creates.

North Carolina up to a few years ago depended almost wholly upon the general property tax to raise state revenue. However, this system had many defects which made it harder and harder to use under the methods used and upon which it was worked.

In the first place the old general property tax did not work properly because by its very nature it cannot be levied in equity. The assessor had either to take the word of the taxpayer, or else to estimate the value of the property in sight as best he could.

Finally, the general property tax as it was administered cultivated a spirit of dishonesty in the taxing of property. No man, unless he be ignorant of conditions, would return his property at full value, nor would he return all moneys, credits, stocks, bonds, etc., that should be assessed at par value, when tangible property is assessed at one third or in many cases at one fifth of the real value.

Enough has been said to show that the general property tax as it was administered was ineffective and unequal. So there was eventually a great need for reform in the taxation situation when the legislature met in 1919.

The North Carolina Revaluation Act

The taxing problem had become so pressing and there was so much unfair valuation that the legislature in that year passed the legislation known as the Revaluation Act. This act attempted to have all the personal property put on the books at its real value. The act gave the State Tax Commission the power to have the revaluation carried out. Before this act was passed the county commissioners had the right of appraising the value of property. The State Tax Commission appointed one man and the county commissioners appointed the other two. The valuation of property in this state increased from $1,099,120,389 to $3,129,705,051 as a result of revaluation; however, the taxable property in 1922 on the books after the legislature had given the counties the right to revalue the property was $2,521,115,000. But if it had been put on at its real value we would have had $4,381,177,000, which is the census estimate of the taxable wealth in North Carolina. This leaves nearly $2,000,000,000 of wealth that was taxable but not listed. This was due to the policy of the 100 counties in listing property at varying percents of true value. Despite the fact that the act did not get the property on the books at its real value, it did place on the books in each county about 10,000 acres that had not been listed before. In some counties like Onslow 80,000 additional acres were added. In many cases it showed where more inequality had been used in assessing the property before.

The date of listing property, personal and real, was changed from May to January. This change caught the farmers with more farm products on their hands and consequently caused their taxes to be higher. The old system of listing property in May had been to the farmers' advantage in that the majority do not have very many products on hand at that time, thereby escaping more taxes.

Revaluation Nullified

One of the foremost reasons why the Revaluation came in for so much criticism was because the revaluation was carried out when prices were exceedingly high. After the slump of prices in 1920-21 the majority of the people thought that the valuations on their property were too high, as is the case always when a sudden slump in prices comes. The first howl always is that taxes are too high. As a result of this feeling a great number of the legislators went to the next legislature pledged to bring about a change, if possible. The legislature at this time turned over all the general property tax to the counties, which provides for the county schools, public roads, and county government. The general assembly at the same time gave each county a right to revalue its property if this was desired. As a result of this privilege many counties cut the value of property, as listed for taxation, from 10 percent to 60 percent, thereby putting taxation in chaos as it was before the revaluation.

A state equalization board was also created. The duty of this board was to hear complaints of taxpayers. This board in some cases was a help. In Cleveland County there were cases where farms were situated side by side,

each in a like state of cultivation, but one would be listed at twenty dollars less per acre than the other. But in a general way this board was just to hear complaints and very seldom did it change valuation except where there was urgent need for so doing.

One of the greatest weaknesses of the revaluation was the fact that the county commissioners of each county were given the right to appoint two out of the committee of three who did the appraising. If the county commissioners were not in favor of the revaluation, they could appoint assessors who had the same point of view, thereby completely wrecking the very purpose for which the act was designed,—namely, to get land and other property upon the tax books at its actual value.

Granting even that the act did help some toward its avowed purpose, this value was destroyed when the legislature of 1922 gave the counties the right to revalue county property if this were desired. What was the result of this action? The counties took advantage of this action and many reduced the taxable value of their property from 10 percent to 60 percent. This caused, for the entire state, a loss of taxable property amounting to $508,559,951.

Some Remedies for the Situation

1. All the land, rural and urban, should be placed on the tax books at its full value. This would put on the books in North Carolina $4,400,000,000 of taxable property instead of a little over $2,500,000,000 as we have at present. This does not mean that tax rates on all forms of taxables need to be the same. The rates could be adjusted to fit the needs.

2. Assessors should be appointed after a thorough civil service examination designed to test thoroughly their ability to appraise real estate. The questions asked in such an examination should involve the actual problems presented to the assessor. The examinations should be so difficult that one without the technical knowledge of assessing real estate could not pass it. When they are appointed, they should hold office as long as they perform their work properly. The salary should be high enough to induce honest and intelligent men to take up the work. Such persons should be removed only when they have failed to perform their duties well, thereby eliminating politics completely.

3. The assessors should determine the value of the land upon the basis of the number of sales made under ordinary conditions, the rents, and the general state of cultivation.

4. We propose the progressive land tax as the best basis of land taxation after it has been entered on the book at its real value—one that is not as radical as that of New Zealand, which exempts all tax on improvements, but a system which would work well in North Carolina from the beginning, a system which would discourage speculation in land, encourage home ownership and building, and utilization of land. The progressive land tax has as its object, first, low rates on improvements, higher rates on land, and still higher rates on land held out of production for speculative purposes, and a maximum tax on land held out of use by absentee landlords; second, with

exemption or low rates on small properties while occupied and operated or used by the owners. If this system were followed, we would not have so many vacant farms and lots in North Carolina today held for speculative purposes. The tenant and the rush to the towns would decrease. With this as a basis for taxing land values, we would encourage the conservation of forests, for they are needed here very much, since they are being exploited rapidly at present. This could be done by putting a low rate on the taxable value and not assessing it low as is now done.

5. The counties should not be given the right to revalue their property as they see fit. At present they are allowed to value their property so low that not enough money is available for school purposes, thereby necessitating a call upon the equalization fund to supply the balance needed. It will be impossible to get an equalization fund that will work properly until we first put property on the books at its real value. In the last legislature of North Carolina we witnessed a battle over this fund which resulted in its being lowered. This fund is needed if we may take the tax value as an index to the real value of property in our state. It is manifestly unfair, however, for such a fund to be used by counties where property is taxed low and demands made upon the fund when such counties are not bearing their proportionate share of the tax burden.

In conclusion, if we had the property on the tax books at its real value, assessed by men of intelligence and experience, and with progressive rates, namely, low rates on improvements, high rates on land, and still higher rates on land held out of use for speculative purposes, etc., and the right to revalue property taken away from the counties, North Carolina would be well along the way toward the solution of her tax problem. Instead of being ranked forty-second among the states in wealth per inhabitant, we would come up nearer the top. The equalization fund could then be distributed more equally and we would take a step forward in agricultural progress that would not be equalled by any other of the Southern States.

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March 23, 1925.

FREIGHT RATE DISCRIMINATION AGAINST NORTH CAROLINA

G. K. Cavenaugh, Johnston County

The essence of discrimination is relativity or comparison. In the competitive field of business the practical problem is usually not created by the absolute level of rates, but by the relative rates paid to a common market or from common or alternate sources of supply. The problem of rate regulation is not alone that of preventing extortion but of preventing unjust discrimination or undue preference.

The formation of a regulatory, quasi-judicial body, the Inter-State Commerce Commission, was effectuated for the dual purpose of (1) protecting the railroads by establishing reasonable rates giving a fair return upon the investment, and (2) protecting the public by preventing extortion or undue discrimination.

What Constitutes Discrimination

It can readily be seen that in confining the net earnings of the railroads to a reasonable return upon the investment, as long as those roads are efficiently operated, no excessive extortion occurs. But this in no way prevents unjust discrimination for the reason that the earnings of the roads as a whole are considered with regard to the reasonableness of their rate structures. This condition permits of the possibility of unfair consideration of certain parts of the territory served by a road, and of a favorable consideration of other parts to the disadvantage of the first part.

This constitutes undue discrimination and may occur because freight rates are equalized, although conditions are not substantially the same, or because differences in rates do not measure fairly any dissimilarity of conditions. We believe that it is by reason of this last cause that undue discrimination against North Carolina exists—because difference in our rates does not measure fairly the dissimilarity of our condition.

Virginia and South Carolina

We admit the dissimilarity of our condition to that of our competitors—Virginia and South Carolina. Virginia has well developed and thriving port terminals at Norfolk, with railroads connecting it with the great mining, industrial, and agricultural sections of our country around the Ohio River basin and the Middle West. South Carolina also has a well developed port at Charleston served by the Coast Line System consisting of the Atlantic Coast Line, the Carolina, Clinchfield and Ohio, and the Louisville and Nashville. This system penetrates the same mid-west district which is the workshop of our nation.

North Carolina has two roads reaching it from the mid-west—the branch of the Southern from Cincinnati via Knoxville and Asheville, and the Norfolk and Western to Winston-Salem and Durham. But the Southern has not

matched rates to eastern North Carolina with those of other roads to Norfolk and Charleston because (1) it is constructed over grades that make its operation more expensive, (2) it is a more circuitous route from the origin to the destination of goods than the roads serving the other states, and (3) it has not been compelled to match rates because it has encountered no competition into North Carolina from steamship lines, partly because of undeveloped ports and terminal facilities.

The Norfolk and Western has not granted rates to its North Carolina cities comparable to those to Virginia cities simply because it has taken advantage of certain technicalities of the law governing rate structure to exact as much tribute as possible. For illustration, coal coming from the West Virginia coal fields over the Norfolk and Western to Norfolk comes via Lynchburg. When this coal reaches Roanoke the freight charges automatically cease because a blanket rate is in force for all the cities from Roanoke to Norfolk. But, if this same coal were coming to Durham, a city likewise on the Norfolk and Western, when it passed Lynchburg the Durham dealer would have to pay freight from Lynchburg to Durham at a rate based upon a first class differential of 54 cents per 100 pounds.

This practice on coal alone is taking over $400,000 from Winston-Salem and probably a like amount from Durham.

Comparing Freight Rates

But, admitting our slight disadvantage as to conditions, do the differences in our freight rates over Virginia cities fairly measure the dissimilarity? We say they do not, and will show by how much they fail, and the effects of this discrimination.

During the decade ending in 1914 North Carolina paid over $150,000,000 in excess freights. The authority for this statement is none other than Col. S. A. Jones, the former chief engineer of the Plant Railway System, which includes the Southern Railroad. These figures were never denied nor even questioned until the campaign prior to the last election. If North Carolina, ten years ago, was paying $150,000,000 per decade in excessive and unjust freight rates, then how many more such millions has she been paying during the last decade with her producing and purchasing power enormously increased? There is only one source of authoritative information—the freight carriers, but they don't care to divulge any such information.

Farm and Factory Wealth

It is definitely known, however, that the farm and factory wealth produced in North Carolina is now around one and a half billion dollars per year and that our producing and purchasing power has increased four-fold since 1914. But suppose we disregard that increase and apply Col. Jones's figures to the present. It is ten years out of date, but we will suppose what is inconceivable, that our freight excess is no larger today than it was ten years ago. What does it mean? It means that North Carolina is being looted of $15,000,000 every year for which we receive nothing—an amount sufficient to retire our entire bonded debt within six or seven years.

Let us show more conclusively that North Carolina is the object of ruthless discrimination and its results. Some may be reluctant to accept Col. Jones's figure. For their benefit let us make an estimate based upon the returns made to the North Carolina Corporation Commission for the years 1912-1921 by the Seaboard Air Line, the Atlantic Coast Line, and the Southern Railroad. The returns are the railroads' own figures, to whose interest it would have been to have placed them at the lowest possible amounts. The returns give separately the gross and net earnings for each system per mile of road and per mile of road in North Carolina. Taking the ten-year average, the superiority of net earnings within North Carolina compared with system earnings, is, for the Southern 56 percent, for the Atlantic Coast Line 19.7 percent, and for the Seaboard Air Line 153 percent. The percentages of these three roads alone will reduce to a relative superior net profit for their operation in North Carolina of above $4,600,000 per year, during the war period when, generally, railroads were losing heavily. A striking illustration of the irony of the situation, taken from the railroads' own figures, is the relative net operating revenue per mile of the Seaboard Air Line in North Carolina as compared with the system in 1920. In that year the system averaged a net operating revenue of $86 per mile; that part of the system in North Carolina averaged a net operating revenue of $4,282 per mile, an excess per mile of North Carolina over the system of 4821 percent.

"We are today paying freight rates approximately equal to war-time rates. The cost of operating is considerably lower. North Carolina's purchasing and producing power has increased four-fold since 1914. The consumer at last pays the bill of excessive freight charges and everybody in this state is a consumer. In the light of these facts, we believe that a modest estimate of the unjustly oppressive freight rates paid by North Carolina equals more than $15,000,000 per year."

This discrimination cannot but have some effects which will serve as further proofs of the existence of discrimination.

In order to have a symmetrical economic development, a state must have prosperous agriculture, manufacturing, commerce, and banking. North Carolina is woefully lagging in three of these essentials and is showing signs of falling behind in the other unless the situation is corrected.

The Blight on Agriculture

First, the effect upon agriculture. Agriculture in North Carolina is a non-paying proposition. This is attested by the growth of farm tenantry in the last decade. Although North Carolina ranks fifth among the states in the value of the crops produced, it stands forty-second in the amount of per capita wealth. We are a great wealth producing state but we fail to retain it. What is the explanation of that fact?

Over half of our crops are money crops which are sold at prices determined by a world market. Cotton and tobaeco alone represent 48.5 percent of our total crops.

It is a well-known fact that the price commanded by cotton on local markets is the price set by the New York market for spot cotton less the

loading, freight, and brokerage charges to New York. Thus we see that North Carolina farmers, by reason of our excessive freight rates, are losing part of the value of their production.

The same holds true in the case of other crops. In fact, it has held so true of truck farming in eastern North Carolina, that that industry, which demands immediate access to an open market, is dead. Since we had no cities in this state creating a market for truck products, our farmers were compelled to resort to northern cities for a market. This threw them into competition with all parts of the country which enjoyed rates more favorable than ours, with the result that we have not survived.

One illustration of this was cited by the proponents of the port terminals. Eastern North Carolina farmers shipping lettuce to New York had to compete with southern California farmers who could land lettuce in New York at $116 per carload lot less than the North Carolina farmer could. This meant that to continue competing in northern markets, the North Carolina farmer would have to accept $116 less for each carload of lettuce than the California farmer received. The freight rate burden has affected the whole realm of truck farming in this state in like manner with the result that the farmers have abandoned the venture as a bad business except in the case of a few commodities for the raising of which we are peculiarly well adapted.

The high freight rate works a double burden upon agriculture because the farmer pays the freight to market upon what he sells and the freight from the manufacturer on what he buys. His farming implements are brought into North Carolina from the very part of our country from and to which we pay the most exorbitant rates. This adds just that amount to his running expenses and leaves that much less with which he may provide necessities for his family, thus reducing the possibility of a margin to raise his standard of living.

North Carolina is, yet, predominantly an agricultural state. In an agricultural country the bulk of the high-class merchandise must flow through jobbing centers. The location of these centers is a matter directly contingent upon the relative freight rates to and from various points in that territory. In the words of the General Freight Agent of the Louisville and Nashville, "It is ethically the duty of a railroad to undertake to protect the business on its own line, whether terminal or local, against the competition of markets or cities located on other lines of roads or rivers. If one point should be favored with water competition, and a line of road existed to another point, it should so adjust its rates to the other point as to enable it, if it could, in reason, to undertake to compete with that point for business, being interested in building up its own rather than a distant city." In pursuing this principle, both river landings where water competition was met, and railroad junctions became basing points. The competitive towns which became basing points developed as jobbing centers serving their territory at an advantage where they possessed carload rates inbound.

In 1914, the carriers, both from the Ohio River and from Norfolk to the South Atlantic and Gulf ports were permitted by the Interstate Commerce Commission's order to depress their rates only at ports and at towns on navi-

gable streams while holding up rates to interior points. It has never amounted to more than mere permission since that time as far as rates into North Carolina were concerned, because there has been no pressure brought to bear, such as water competition, to cause them to act upon the permission.

High Freight Rates and Commerce

Now, what has been the effect of this situation upon our commerce? Just this, North Carolina's wholesale and jobbing interests have been handicapped and today are threatened with complete annihilation at the hands of Virginia jobbers who operate in our own territory at a decided advantage over North Carolina jobbers, by reason of their more favorable freight rates. To quote the statistics, Virginia has 60 percent more wholesale and jobbing houses than North Carolina has while North Carolina has 60 percent more retail houses than Virginia has. This means that North Carolina is furnishing a retail trade dependent upon Virginia's wholesale houses for goods, building up a business in Virginia cities that grows with time, paying to Virginia business men the middleman's profit which justly should go to strengthening our own commerce, thus enslaving themselves to foreign interests, economically, whose concern in our welfare is limited to the amount of profit they may realize from our business. This situation has existed for so long that when the North Carolina Corporation Commission took the only step it was able to take to partly equalize the opportunities of jobbers in this state with those in Virginia, viz., a slight reduction of intra-state rates, the Virginia cities bitterly opposed it upon the grounds that their business was being placed in jeopardy. They had come to look upon North Carolina as their private field of operation, and their attitude well illustrates the law of exploitation, that the will to exploit lasts as long as the power to exploit.

The loss accruing to North Carolina's commercial interests through this state of affairs cannot be estimated. Not only has our actual business been stifled by this unfair advantage of Virginia cities, but any potential business has been killed quickly and very effectively.

Effect on Manufacture

Even manufacturing in North Carolina, which has hitherto been unusually successful, is growing sensitive to the unequalized conditions under which it operates. Industry in North Carolina has been successful in the past. With all the other supports of our economic structure threatened, it is doubly imperative that this one continue prosperous. Yet, what is the situation?

Manufacturing has been successful in North Carolina because (1) it had plenty of cheap labor. Until very recently labor in North Carolina industries was organized only to a negligible degree. There was no scarcity of laborers, so, since they were independently bidding for jobs in factories, the result has been that manufacturers paid from 33 to 50 percent lower wages in North Carolina than elsewhere. With the growth of industry and a greater growth of unity among the workers by means of union, the manufacturers have been compelled to pay higher wages—increasing their operating costs and reducing the possibility of large profits.

Long hours have also had a contributing share in making North Carolina industries successful. Forty-four hours per week have come to be recognized as the standard work time of a factory hand. Heretofore, in North Carolina, factory workers have worked about 55 hours per week. The manufacturer has to absorb the loss resulting from shortened hours, which in this case amounts to about 20 percent of his labor wage. This is one other explanation of the manufacturer's increased operating costs which are working to his detriment.

New industries are also finding that less and less advantageous sites and less economical water power are available for their construction and operation. We can easily see that the effect of these factors is to place our industries upon an unequal footing with competitive industries in other states. We do not resent this circumstance because it is inevitable and just, but let us see how our unjust freight rates are working to the disadvantage of our industries.

Cotton Industry

The three major industries of North Carolina are textile, tobacco, and furniture manufacturing. The raw products used in these three are grown in this state in large quantities. Until quite recently sufficient cotton was produced in North Carolina to supply the mills operating within its border, but the removal of mills from New England has altered that situation. Our mills are now consuming over a million bales of cotton per year, an amount considerably in excess of our production this year. This means that our mills have to import the difference, paying the exorbitant freight to the mill on cotton, and an equally oppressive rate to the market on the manufactured products, to be sold in competition with goods from mills enjoying more favorable rates. This places a decided handicap upon our textile industry, and if it is to continue to thrive, relief from these rates must be afforded.

Tobacco Industry

In the tobacco industry the same situation is to be found; North Carolina manufactures much more tobacco than she grows, necessitating the importation of the difference. When we consider that the two other greatest tobacco producing states are Kentucky and Virginia, from which we pay our most unjust freight rates, we are faced with a situation that warrants consideration. A similar situation exists in the furniture manufacturing industry. The factories are having to draw various kinds of wood from divers parts of the country. It is significant, but regrettable, that these industries have to import both walnut lumber and mahogany from the mid-west.

While industry is a great thing, when it is so hampered by existing conditions that it yields no return upon the investment, it has failed in one of the phases of its purpose which would go far to insure its continuance.

We have seen that our industrial progress is threatened by the removal of advantages we once enjoyed by the institution of higher wages, shorter hours, and the necessity of importing raw materials. While these do remove advantages, they do not place us at a disadvantage except in the matter of unequal freight rates. This disadvantage will become increasingly pronounced now that

we are on a parity with other states in other respects. Unless it is removed it may cripple our ability to meet competition which would necessitate the curtailing of our production, resulting in unemployment, poverty, and general unrest.

Banking

The diminished margin of profit from agriculture and industry in North Carolina partly occasioned by our higher freight rates, has had a telling effect upon our banking. The fact that the total operating capital of North Carolina banks is only $65,000,000, while the annual output of our industrial and agricultural products is valued at one and one-half billion dollars, shows that banking is woefully weak in this state. In fact, North Carolina produces more wealth annually in proportion to her banking facilities than any other state in the union. It is apparent from this that banking is not developed in proportion to the volume of wealth produced in the state in recent years.

Bank capital will logically be increased only by any accumulated profit from agriculture, commerce, and industry. Our unjust freight rates are making inroads upon our profits to the extent of $15,000,000 per year, an amount sufficient to double our present bank capital in four years. In the face of this situation is it probable that banking in North Carolina will develop to its proper proportions unless this loss is stopped?

With each one of the four supports of our economic structure handicapped by freight-rate discrimination, we cannot believe that North Carolina is safely pursuing the road to sure prosperity. If there are those still skeptical of the fact of discrimination, we invite them to a study of the history and economics of rate-making. Such a study would serve a good purpose because it could not but impress the student with the fact that we are facing a critical problem that must be solved soon and to the advantage of our state if our material progress is to continue unabated.

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December 8, 1924.

PORTS AND WATERWAYS FOR NORTH CAROLINA

W. T. Couch, *Orange County*

Good, cheap and sufficient transportation facilities, open to everyone on the same basis, are absolutely necessary to economic prosperity. The State is handling a part of its transportation problem in its highway system, but it has done practically nothing to develop either a port on its coast or its inland waterways. The questions with which this paper is concerned are as follows: (1) What are the possibilities on the North Carolina coast for the development of inland waterways, and for the development of a modern port for seagoing vessels? (2) Would it pay to give further development to the port at Wilmington and our inland waterways? (3) If so, how should this development be promoted?

North Carolina Possibilities

As to the possibilities for development of inland waterways, I should like to quote from a speech made by Dr. Collier Cobb in Baltimore in November, 1908. Now do not make the mistake of confusing development of inland waterways with development of a port for seagoing vessels. Dr. Cobb is speaking of inland waterways and the need for their development:[1]

"This Sate still has (1908) about 70 percent of its area in forests. It is penetrated by over 2500 miles of waterways. Its area is but 1/60 of the area of the United States, but it has more than 1/10 of the entire inland waterway mileage of the country, and the most extensive forests of hardwood in the United States. With proper forest management and adequate water transportation, it could furnish the United States with raw material for its wood-working industries for an indefinite period."

Our inland waterways are still not developed and not used to anywhere near the extent to which they might be developed and used. So far as physical conformation is concerned the coast of North Carolina is excellently formed for the development of inland waterways.[2] However, we must remember that the mere existence of a coast line adapted to the development of inland waterways does not mean that such development would be profitable. We shall return to that later.

Authoritative Opinions

The most authoritative sources of information of which I know concerning Ports and Terminals are the reports of the Chief of Engineers, U. S. A., on

[1] Cobb, Collier, *Topographic Features and Physiographic Processes in Relation to North Carolina Ports and Terminals.* Chapel Hill, N. C. October 24, 1924.

[2] Opinion of Dr. Cobb, Major Keuntz, Division Engineer, U. S. A. Engineers, stationed at Wilmington, and others qualified to give opinions.

Water Terminal and Transfer facilities. Each report since the river and harbor act of July 18, 1918, has had to comply with the following:[3]

"The Chief of Engineers, U. S. A., shall indicate in his annual reports the character of the terminal and transfer facilities existing on every harbor or waterway under maintenance or improvement by the United States, and state whether they are considered adequate for existing commerce. He shall also submit one or more special reports on this subject, as soon as possible, including among other things, the following:

"(a) A brief description of such water terminals, including location and the suitability of such terminals to the existing traffic conditions, and whether such terminals are publicly or privately owned, and the terms and conditions under which they may be subjected to public use."

(b) Report on connecting transportation facilities, by whom owned and controlled, etc.

(c) Opinion as to sufficiency of existing facilities.

(d) Types of terminals.

The reports submitted on the basis of these instructions contain about the only available and reliable information. I have gained most of my information from these reports.

It has been said a good many times that a modern port could not be developed at Wilmington. Dr. Cobb, whom I have quoted previously, is of the opinion that it would be practically impossible and entirely too costly. In order to compete with the ports, Norfolk, Charleston, and Savannah, to the north and south, it would be necessary for considerable dredging to be done in the channel, and for terminal and railroad facilities to be provided.

Commerce on the Cape Fear at and below Wilmington for the year 1922 was 778,771 tons, valued at $65,397,966.[4] These figures, in my opinion, justify serious study and consideration. Let me give a history of the physical conditions at Wilmington:

"Up to the beginning of the European war the commerce of the port of Wilmington had been showing a steady increase, but since that time, owing to a decrease in exports of cotton, there has been a decline. It is now on the increase and is expected to show again a steady gain.

"The larger portion of the commerce is foreign, the principal imports being raw fertilizer materials and the principal export cotton. This trade is demanding larger ships. Thirty-four years ago the average size of vessels engaged in this trade was about 400 tons, while now the average is about 2,500 tons.

"Wilmington is the natural gateway to middle and western North Carolina and northeastern South Carolina, being nearer in mileage to this great productive section than any competitive port, so that the question of adequate

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[3] Section 7, river and harbor act, July 18, 1918. Quoted from House Document No. 652, 66th Congress, 2d Session, which is the report of the Board of Engineers given in compliance with the aforementioned act.

[4] *Report upon the Improvement of Rivers and Harbors in the Wilmington, N. C., District,* Extract Annual Report Chief of Engineers, 1923. Page 564.

depth of water for Lower Cape Fear River is not only of local interest, but virtually affects a vast area and a large population. Wilmington, lying as it does between Norfolk and Charleston, is handicapped in its commercial growth and in extending its influence in its legitimate territory by reason of the fact that the two latter cities have deeper water and can accommodate and attract larger vessels, thus decreasing freight rates to the cities themselves and consequently to interior points.

"There are no publicly owned terminal facilities. It is believed, however, that the privately owned terminals at Wilmington are adequate at the present time for the commerce through the port, but that additional facilities will be needed in the near future. At present all of the important wharves are located on the east side of the river, leaving the western bank of the river practically undeveloped, which offers excellent opportunity for the development of public terminals."[5]

"The existing project provides for a channel 26 feet deep at mean low water and 300 feet wide in the river, with a depth of 30 feet and a width of 400 feet over the ocean bar and an anchorage basin at Wilmington, N. C., 2,000 feet long, 900 feet wide at the upper end with approaches 1,500 feet long at both ends."

Vessels entering greatest draught from 22 to 25 feet. Commerce: general merchandise, cotton, fertilizer materials, naval stores, lumber, timber, and shingles. Cotton most important item.[6]

Major MacElwee on Wilmington

One well known port authority says in reply to a letter concerning future development at Wilmington:[7]

"Your request concerning the Port of Wilmington is a rather difficult one to answer in a few words. There are three principal handicaps to Wilmington. One is the large amount of dredging that will be necessary to maintain a channel of adequate depth. However, such ports as Hamburg, Antwerp, Rotterdam and London have accomplished this through dredging, but at considerable cost. The second disadvantage is not a physical one. The physical disadvantages can be overcome by expenditures of money and engineering. The second and third disadvantages have to do with the lack of railroad connections east and west, and also the proximity of two natural ports equipped both with adequate water and east and west railroads, Norfolk on the north and Charleston on the south, leaving Wilmington hemmed in by these two well equipped ports, now energetically after business and not suffering from the handicaps mentioned.

"On the other hand, neither of these ports are doing as much as they could do, and Wilmington might easily become an important port providing a budget of one to two hundred thousand dollars a year for a number of

[5] House Document No. 94, 67th Congress, 1st Session.

[6] House Document No. 652, 66th Congress, 2d Session.

[7] From a letter from R. S. MacElwee, Commissioner Port of Charleston, dated January 8, 1925, to W. T. Couch, Chapel Hill, N. C.

years is devoted to freight solicitation; and second, that a channel be established with a minimum width of 500 feet and a minimum depth of at least 30 feet at low tide. It must be always remembered that ships will go anywhere they can float with reasonable safety to lift cargo. In other words, it will cost more to put Wilmington in a position to take care of ships than it would at other ports with better natural advantages, but if Wilmington can furnish cargo for such ships it will get the business.

"I am in no position to estimate what this cost would be. The district engineer at Wilmington will give you a better estimate on the harbor approaches. It may be borne in mind also that a purely artificial harbor, if properly designed, will be probably a better harbor than any of the natural harbors. This has been demonstrated in the case of Hamburg."

In answer to the question about how much it would cost to deepen the channel to 30 feet and keep it at this depth, or is this a problem which could only be answered by trial, the District Engineer at Wilmington replied: "The deepening of the channel to 30 feet has not been authorized by the War Department and therefore this office is not allowed to give out estimates relative to the cost of construction and maintenance."[8]

The only conclusion we can reach as to future possibilities of development at Wilmington is that, according to opinions quoted previously, physical disadvantages exist which can be overcome by expenditures of money and engineering. But how great these expenditures would have to be for first cost and maintenance we are unable to say. And we point again to the other problems, the lack of east and west railroad connections and the proximity of ports to north and south, both of which *might be* solved to advantage by money expenditures.

Would It Pay?

This brings us to our second question, would it pay to give further development to the port at Wilmington and our inland waterways? In constructing a state highway we usually pay attention, first, to the existing demands for transportation, and, second, to the possible demands of the future. We should do the same in considering waterways.

The Report of the Board of Engineers[9] says that existing facilities are adequate for present commerce with the exception of certain wharves in the inland waterway system which it recommends be built by the public. However, much commerce is kept from Wilmington because of the shallowness of the channel. In the period 1912-1916, thirty-seven vessels had to unload partially at the deeper ports of Savannah or Charleston before they could go to Wilmington;[10] this sort of business would kill any commerce under similar circumstances. The channel is practically the same depth and width now as it was then. You will remember from previous quotation that a channel at least 500 feet wide and 30 feet deep is necessary in order to com-

[8] From a letter from the District Engineer, Wilmington, N. C., dated January 9, 1925, to W. T. Couch, Chapel Hill, N. C.

[9] House Document No. 652, 66th Congress, 2d Session.

[10] House Document No. 746, 65th Congress, 2d Session. Page 31.

pete with ports to north and south and to take care of ships of the usual size carrying the main commodities, lumber, fertilizer and cotton, which are handled at Wilmington.

I know of no way in which to find out definitely whether or not further development of the Port at Wilmington would pay. To me it is clearly a matter which cannot be decided with any surety previous to trial, and even then it would probably be very hard to say. Returns from an investment of this nature are not all direct and are very hard to calculate. Other states have made profitable investments of this nature, but it does not follow that the same would happen in the case of North Carolina. As mentioned previously, existing faciliites are adequate for present commerce. This being true it would be foolish for the State to invest any money at Wilmington at the present time unless the State intended to develop a large and co-ordinated system in which the Port at Wilmington would be but one unit, and in which an east and west trunk line connecting up with the Middle West would be absolutely necessary. The investment necessary to secure the system, the proper width and depth of the channel, the terminal facilities, the east and west trunk line, solicitation of trade, the cost of all these I am not capable of estimating. It is obvious that one part of such a system would be useless without the other, so we cannot form an opinion as to what should be done at Wilmington; it would require the services of experts to get estimates upon which any reliance could be placed. No study of this nature has been done by competent authority. The temporary State Ship and Water Transportation Commission which recently made a report advocating the appropriation of $8,500,000 in bonds gave no basis on which it made its estimates, and based its reasons for advocating development largely on freight rate discriminations, which, however, so far as I can find, exist no more in North Carolina than anywhere else. Obviously, for the system to be successful it would have to be properly co-ordinated with a railroad line, terminal facilities, a harbor, and a channel to the ocean. If the State were to invest in these other facilities, it is practically certain that the United States Government would do the necessary dredging in the channel. That is the usual policy of the Government. It is barely possible that other interests might build a railroad, but this, so far as we know, is a matter of chance. If the State were to start this system, to make it a success, it would have to count on building or having some one else build an east and west trunk line. This would cost more than seven or eight million dollars.

The Question of Freight Rates

There are many factors which should enter into our consideration of the advisability of the creating of such a system. The first which I shall mention, merely because it is the most often mentioned, not because I think it is valid, is the claim that North Carolina is being throttled by freight rates and that an east and west trunk line with a gateway port is absolutely necessary to break the strangle-hold which certain interests have on North Carolina. The truth of the matter is that North Carolina has better intra-state rates

than any of the states bounding North Carolina, and that she has better interstate rates than territory south of her. I include herewith some interesting correspondence on this subject which I have not time to go into.

It should be remembered that competition between rail and water routes is not free and open, although it does undoubtedly exercise some influence within limits; it is regulated by the Interstate Commerce Commission. I wish to quote from a letter from G. B. McGinty, Secretary of the Interstate Commerce Commission, relative to this matter:[11]

"This Commission has no primary jurisdiction over transportation entirely within the confines of a single state. Intra-state transportation in North Carolina would fall under the authority of the North Carolina Corporation Commission at Raleigh. We would, however, have jurisdiction over transportation from a point in that state to a port for export.

"Interstate rates are established as a primary matter at least by the carriers themselves and the authority of this Commission to require changes therein may be exercised only under formal procedure after full hearing of the parties and upon a showing that the rate situation involved is unreasonable, unjustly discriminatory or otherwise unlawful. That is to say, we would have no authority to determine whether a particular rate situation was unreasonable or unjustly discriminatory except after an appropriate proceeding in which the issues might have due consideration.

"We are therefore not in position upon this record to express an opinion as to whether the rate situation in North Carolina brings about any unjust discrimination against shippers in that state. Moreover, we would not be able to state in advance just what rate adjustments, if any, would follow the development of a certain port at Wilmington, N. C. It frequently happens that the development of water competition makes it advisable for the rail lines to adjust their rates so as to get their share of the business. The whole proposition, however, is hypothetical, and we would scarcely be warranted in even hazarding a guess as to just what action might properly be taken by the carriers in the matter of rates in the event that ports should be developed along the lines you suggest.

"If at any time, either now or in the future, any particular rate situation is believed by shipping interests to be in violation of the interstate commerce act, it is their privilege to file a formal complaint with this Commission and in that manner to obtain a hearing and an authoritative determination of the issues. As you may be aware, the rate alignment in southern territory has been under active consideration by the Commission for some time, and it is likely that when a final determination of the matters at issue has been reached, a great number of rate changes will then become necessary."

Undoubtedly a state system of transportation, a trunk line railroad to the Middle West, connected with a gateway port with adequate facilities would modify freight rates into the State, but it must be remembered that, so far as we know, the State would have to support such a system, solicit trade

[11] Letter from Secretary Interstate Commerce Commission, dated November 3, 1924, to W. T. Couch, Chapel Hill, N. C.

and attempt to change existing channels of commerce, secure new markets and support the whole system from State funds until it should become self-supporting directly through profits made or indirectly through lowering of freight charges and the promotion of transportation and commerce. It is by no means sure or even reasonably certain that such a system would be of profit to the State. I do not believe that the freight rate situation would justify such a project.

Railroad Adequacy

Another argument which is often given is that "freight tonnage has overtaken and overwhelmed the railroads of the United States,"[12] and that water transportation must be developed to take care of the situation. The traffic situation is summarized by one authority as follows:[13]

1. "There is not enough transportation in the United States, rail, highway, and waterway, to meet the increasing demands of the commerce of the country.

2. "That water transportation is the cheapest means of transportation known."

But even if this is the true condition, which it seems to be, it does not follow that a modern port at Wilmington with an east and west trunk line to the Middle West would be a profitable investment to the State and help relieve the situation. Certain commercial channels already exist; it is in these channels that crowded conditions exist. Wilmington is outside of these channels and even with proper facilities there is no reason to think that commerce would choose this route in preference to Norfolk or Charleston, unless special inducements were offered, and the Interstate Commerce Commission would probably block anything of that sort, or unless the facilities in the territory reached by the North Carolina system were sufficiently crowded to tend to force commerce coming to the Atlantic seaboard in this direction. Generalizations about the lack of transportation facilities in the United States should not blind us to the necessity of considering the specific conditions in the territory which such a system would reach and whether or not Wilmington would be a natural outlet for the shipping. It is very unlikely that shipping could be attracted through Wilmington for northern ports on the Atlantic seaboard and shipping to southern ports would most naturally go by Charleston or Savannah. North Carolina and South Carolina territory naturally tributary to Wilmington are not, in my opinion, sufficiently developed to justify such a system; it is an open question whether this proposed system would mean merely more taxes and public debt for North Carolina or the beginning of a new era of progress. Before making any sort of investment the conditions warrant more investigation of transportation in the Middle West and whether or not Wilmington might reasonably expect to attract part of it, if she were connected up by a trunk line railroad.

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[12] Branson, E. C., *Public Port Terminals in North Carolina,* Chapel Hill, N. C., October 30, 1924.

[13] Ashburn, T. Q., Brig. Gen. U. S. A., Chairman and Executive Inland Waterways Corporation. In Congressional Digest, Vol. 3.

Inland Waterways

Now we may turn our attention again to the inland waterway system on the coast of North Carolina. The government has already invested considerable amounts of money in dredging our inland waterways. Let us take one inland water-terminal as an example and find out what is being done and how profitable such transportation is to a particular place.[14] The cost of upkeep of a channel 10 feet deep from Beaufort Harbor to Morehead City is about $2,000 per year, and is borne by the United States Government. The town has spent about $36,000 since 1912 on the terminal and other necessary projects. In 1918 the terminal handled goods valued at $1,623,237 and in 1922 goods valued at $1,048,698. This means that by an average expenditure of about $3,000 per year the City of Morehead has gained over $1,000,000 worth of business per year. According to the report the existing facilities are considered adequate for the present commerce. "The effect of the improvement has been to allow boats of deeper draft to reach the wharves at Morehead City, which made possible a regular line of boats between Morehead City, N. C., and Norfolk, Va., and caused a reduction of rail and water freight rates."[15] It must be remembered, however, lest we become excited about freight rates again, that this modification of rates was local, and only between the points connected.

This terminal is exceptional in that it is one of the very few in which there has been local coöperation. There are places at which such coöperation is needed but is not given. The Report of the Board of Engineers recommends that wharves be built and controlled by the public at the following places: Bayboro, New Bern, Oriental, Beaufort, and Fayetteville.[16] The provision of proper facilities at these places would involve only a comparatively small investment, the size of which, however, I am unable to state. It is my belief that these facilities should be provided in accordance with the recommendations of the Board of Engineers and after the formation of an organization to take care of this kind of development. The fact that water transportation is the cheapest known, being about 1/3 as costly as rail, assures us that it would be profitable to invest in further development, at least as far as the providing of wharves and facilities at the points just mentioned.

Public or Private Development

Our third and last question now arises, how should this development be promoted? By public or private enterprise? To my mind there is no doubt but that the State, after instituting proper machinery, should build, pay for and direct these terminals just as it pays for and directs the construction of highways. A report of the Board of Engineers says:

"It is well known that except at a few places where unusual conditions prevail, private terminals cannot be operated at a profit. The situation is

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[14] *Report upon the Improvement of Rivers and Harbors in the Wilmington, N. C., District,* Extract Annual Report Chief of Engineers, 1923. pp. 553 ff.

[15] *Ibid,* p. 554.

[16] *Ibid.*

somewhat different in respect to publicly owned terminals. Municipal corporations generally have good credit and are able to borrow money at low rates. Even though public terminals may show an apparent deficit, it may well happen that they will cause such growth in general prosperity and in the volume of business as will outweigh any tax burden caused by terminals."

Another authority says:[17]

"A study of North American ports where such facilities are publicly owned or controlled shows that such ports have been a success in every case and this is obviously true for some of the notable ports of Europe. Not only has the operation of these terminals proven the investment to be sound, but the ports have distinctly benefited by public control. Discriminative railroad practices have been eliminated, more flexibility of operation has been assured and commerce has been increased, due in large measure to the greater opportunities for expeditious and cheap handling of traffic."

We could quote numerous other authorities to support the contention that public ownership and operation of terminals is much preferable to private ownership. We may dislike the idea of publicly owned and operated service systems, but experience has shown that public port terminals give much better satisfaction than privately owned. There is just as good reason for waterways and terminals to be publicly owned and directed as there is for us to have state-owned highways. They are both a part of the transportation problem of the State, and since waterway development essential to the economic development of certain localities is not being done the State should step in and do it. No territory can develop faster than its transportation facilities, and these facilities in modern civilization, to be properly co-ordinated and run for the benefit of all, must be state-owned and operated. The provision of proper waterway facilities in the east is just as much a part of the State's responsibility as the building of roads in the west.

The problem of waterways in the east is just as much a part of our transportation problem as the problem of good roads in every part of the State. We have a State Highway Commission. Why have a commission to direct one part of our transportation development and no provision whatever for the direction of another part? I believe we have failed to see the interest of the whole State. Surely some definite and regular attention should be given by the State to our waterways.

It is my opinion that the first and most important step to be taken is the adoption of a definite policy to develop each kind of transportation according to the demands for it, and to co-ordinate the whole by the formation of a State Transportation Commission which would include and control waterways as well as highways and all other State transportation facilities. The extent to which the State should invest in waterways and terminal facilities or any other projects should be determined in exactly the same way as expenditures on State roads are determined, by the same organization and with the same purpose of developing the State resources.

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[17] Fay, F. H., *Development of Smaller Ports,* Proc. A. S. C. E., Vol. XLVII, No. 8.

It is a matter of surprise to me that a Transportation Commission having authority over all State transportation projects has not already been formed. It could introduce some sanity into the consideration of the development of the Port at Wilmington; it could possibly make reasonable estimates of the first cost and maintenance of an east and west trunk line, if it deemed such a line advisable, and could devise means of securing such a line along with terminal facilities at Wilmington. By creating such a Commission the State would provide a rational method of solving its transportation problem. I do not believe the State can handle this problem successfully until such a Commission is formed.

Conclusions

The conclusions to which I have come are as follows: (1) There are possibilities for further development of the Port at Wilmington in conjunction with an east and west trunk line, but sufficient information is not available to determine how much it would cost, the upkeep, etc., and whether or not such a venture would pay the State. In other words it is a project which should not be entered upon with present lack of organization and methods of determining as nearly as possible whether or not it would pay.

(2) There are possibilities for further development of inland waterways which should begin with the building of the wharves and facilities recommended by the Chief of Engineers.

(3) A State Transportation Commission should be formed to have direction of all transportation facilities in the State, waterway as well as road, to develop each according to the demands for it, and to consider and develop projects for the future.

SOURCES OF INFORMATION

The News and Observer, The Greensboro Daily News, The Charlotte Observer, and other State newspapers during months of September, October, and November, 1924.

The Report of the North Carolina State Ship and Water Transportation Commission, Raleigh, 1924.

February 9, 1925.

NON-VOTING DEMOCRACIES

Ruth Hunter, Virginia

The title of this paper, Non-Voting Democracies, is not more of a paradox than a government that has always been defined as a government of the people, by the people, and for the people but in reality is of the few, by the few, and for the few. As such does Alfred M. Kales, of Northwestern University style the United States of America with all its boasted freedom in the use of that great instrument of government, namely, the ballot.

The Ballot and Democratic Government

For the average man little sentiment is attached to what appears to him but a slip of paper on which is printed a list of more or less insignificant names. Once every two or three years he is confronted with the duty of checking these names. This duty has so lost in the estimation of the people that over half of them never take the trouble to attend to it at all; yet by this means their property is protected, their safety assured, and the pursuit of the things that constitute happiness made possible. The ballot was termed by Gladstone the greatest piece of work ever struck off at a given time by the brain and purpose of man, but today there are those who doubt its value when they see the present status of democracy. The fallacy lies in supposing that the ballot as an instrument of government can take the place of government itself. The ballot depends for its success on the loyalty of the people, their sense of law and order, and their intelligence.

A recent writer in *The World's Work* has shown how ineffectual the democratic form of government is where conditions do not favor the sensible exercise of the franchise, as in Mexico and certain un-Americanized sections of the United States. The fact remains, however, that if the use of the ballot may not mean perfect government it has at least proved the best for the people themselves as a means of teaching responsibility, coöperative effort, and the worth of the individual.

Our forebears of 1776 had in mind the necessity of personal responsibility when they inaugurated the first principles of our government. Hence, they stipulated that the right to vote should be granted those who have "evidence of permanent common interest with, and attachment to, the community." As students of history they doubtless remembered the Roman rabble and feared that what they regarded as a priceless privilege should become a mere commodity of barter. As a check against this danger the restriction of owning property was taken generally as an indication of interest in the community and hence as a basis of franchise. In those days that was not so unreasonable as it may appear, for land was to be had for the clearing. Applying this requirement today 55,000,000, or half of the people of the United States, would be disfranchised. Where no material interest is concerned, save that of getting something out of the government, a citizen is likely to take a position as public beneficiary rather than public servant.

The Rise of Extra-Legal Systems

While our forefathers feared a too democratic franchise they feared still more a strongly centralized government, and carried out the system of checks and balances to such a degree that the result in modern times is an administration so complex as to be unwieldy. The party system has fastened itself on the country like an enormous fungus in which everyone is inextricably entangled. Nobody knows how to rid the nation of this incubus of an extra-legal regime, which has no roots in the law, seems to gain nourishment from itself alone, and, if a segment be cut off, springs up anew in another place and is the same old growth with the same old evils. Our early presidents were men who did their own thinking. Nowadays if such a man be elected it may truly be said to be Providence looking after the affairs of the American nation, and by means of our bungling methods somehow letting a statesman occasionally occupy the President's chair. Ordinarily the man of independent thinking in politics is very promptly crucified.

A Heterogeneous Population

The complexity of our politocracy is not more baffling than the multiplicity of factors that enter into our social and economic life and have their proportion of influence on the voters as well as non-voters in our country. Washington and Hamilton had a homogeneous people to work with, a pepole with fairly similar social and political environment, who were united by common aims and ideals. Today no race, language, or religion fails to assert its fancied right to propagate itself under the folds of the Stars and Stripes. Every European and Asiatic nation of any import is concerning itself with the laws that go on our statute books, and is jealous of every other lest the privileges of citizens supposedly loyal to the United States should be curtailed. Congressmen must dicker with this and that constituency. Our law-making has become a game played with "blocs," each of which wishes to be in the king row. Where there is one foreigner, like Jacob Riis, who becomes a real American, there are a hundred who never truly learn the lesson of citizenship but train their children in the old customs and traditions of the land whence they come and whither they mean to return in due season with the profits gained from America. No permanent community structure can be built on a foundation of floating citizenship.

Racial problems do not come entirely from immigration. There are ten millions of negroes within our borders who have, at least legally, the responsibilities of voters. A great number of these help to swell the ranks of native-born and foreign illiterates. The economic condition of the illiterate—white, negro, or foreign—is generally that of a renter, tenant, or cropper. For this class there is little hope of developing an abiding interest in government.

Political Ignorance Destructive to Liberty

An intelligent civic body could adjust itself to the great changes concurrent in our national life, economic and otherwise, but we can no longer say with Thomas Jefferson that we have an abiding faith in the intelligence of the

American people. The war taught us a lesson in that respect. The following illustration given by Mr. Clinton Rogers Woodruff in the September, 1923, issue of *The Journal of Social Forces* is an instance of how ignorance may play havoc with elections. At a local option law election in a southwestern state the use of emblems was authorized so that the ignorant might not be deprived of the exercise of suffrage, provided they had sufficient intelligence to understand the meaning of the emblem. The local optionist ballot was headed by a picture of an open book across which was printed 'The Holy Bible.' The opponents of local option adopted the picture of a whiskey bottle with a glass beside it and the head of a snake protruding from the glass. The optionists won. The election was contested as being unfair. One negro testified that he had to vote under the Bible; the Lord would strike him dead if he didn't. One of the clerks was alleged to have stated, "If you want to go to hell, vote under the bottle; if you don't, vote under the Bible."

Political ignorance is not confined to the illiterate, but is just as deadly to the real efficiency of the ballot as is illiteracy. No little time is necessary to inform oneself of the men and issues before the people at any given election. Cleveland, Ohio, is cited as having made remarkable progress toward the short ballot. In August the voter must mark 304 candidates. In November following there are 54 officials to be elected. The busy man cannot find time to look up records of all candidates and loses interest in the whole situation. Women very often give as their reason for not voting ignorance of election rules, issues, etc., but more often it is a matter of indifference to their duty as citizens. When all the causes are summed up, indifference looms largest.

Conditions in the United States

Considering the factors discussed above, the following statistics may serve as a support for some of the statements made. In the United States as a whole in 1896, 80 per cent of all qualified voters voted, whereas in 1920 only 49 per cent, or 26,000,000, of the qualified voters went to the polls, while 51 percent., or 27,000,000, stayed at home. In other words, there was a decrease of 31 percent in the number of eligible voters during the 24-year period. An important factor contributing to this decline was, of course, the extension of the ballot to women.

In the ranks of states, Delaware stands the highest with 75 percent of those registered voting in 1920. South Carolina is last with 8.5 percent. North Carolina ranks 37th with only 44.6 percent voting. The ten states ranking lowest are southern states. This may be explained by the fact that practically all the factors that make for non-voting may be found in the South with the exception of a large foreign population. All of the southern states are dominated by one political party. One-third of the South's inhabitants are negroes. More than one-half of the farms are cultivated by tenants, mainly share renters and croppers, who are always on the move. Two-thirds of all white illiteracy is in the South, to say nothing of negro illiteracy. In addition to the above, over two-thirds of the South is rural. The country women are conservative and very few of them vote.

The Negro and the Vote

To determine just how far the race factor influences voting in the South is rather difficult, since along with that go all the ills of ignorance, tenancy, one-party rule, etc. In general the percentage of voters is higher where there is a large native white population. That does not mean that native whites are guiltless of neglect of the franchise. The census shows 21,000,000 more native-born voters than the total 1920 presidential votes. The census gives the total negro population of the United States at less than 10,500,000. If every man, woman and child among them voted, the number would be only half of the native white American slackers. The following figures are interesting, though not sufficient authority for a conclusive statement:

Table I

State	*Percent Negro in population*	*No. voting per 100 qualified voters*
Minnesota	.37	59.4
Indiana	2.8	74.1
Kentucky	9.8	71.8
Texas	15.9	18.5
North Carolina	29.9	44.6
South Carolina	51.3	8.5

In Indiana and Kentucky two parties are strong, which would help to develop interest. North Carolina, with almost double the negro ratio of Texas, has more than double the percentage of qualified voters casting the ballot. Race could not be taken to explain that difference. Kentucky, with ten percent negro population, against Minnesota, with less than one percent, has twelve percent greater vote. This might be explained by the fact that Minnesota is largely Republican and has a large foreign population.

Rural Versus Urban Ratios

In searching for figures to indicate how rural sections compare with urban territory in the exercise of suffrage, ten of the banner agricultural counties in the United States were chosen. The number of qualified voters was not found; hence the percents must be given in terms of the population as shown in the following table:

Table II

County	*State*	*Percent of total population voting*
Erin	New York	24.0
Fannin	Texas	9.8
Bolivar	Mississippi	2.0
La Salle	Illinois	34.0
Aroostook	Maine	15.0
Robeson	North Carolina	15.0
Yakima	Washington	29.7
Weld	Colorado	31.0
Otter Tail	Minnesota	26.0
Dane	Wisconsin	32.5

The average total percent of the population that voted was 21.9. Reckoning 57 percent of the total population as twenty-one years of age or over, this is an approximate average of 35 percent of the qualified voters voting in the ten counties, or 14 percent less than the average for the entire country. The figures for two boroughs in New York City gave an approximate result of 37 percent, 2 percent above the number for these rural counties. In St. Louis about 31 percent voted. Atlanta had about 9 percent. All these are below the average for the country as a whole. The average town would seem a good guess as to where people take most interest in elections.

In North Carolina

A glimpse at conditions in North Carolina may be had in the following table:

Table III

Alamance	30.0	percent	of	population	voted
Alexander	39.0	"	"	"	"
Buncombe	28.0	"	"	"	"
Chowan	12.0	"	"	"	"
Gaston	25.0	"	"	"	"
New Hanover	11.8	"	"	"	"
Scotland	13.0	"	"	"	"
Warren	10.0	"	"	"	"
Yancey	32.0	"	"	"	"

In 1920, the census records 13.1 percent illiteracy in North Carolina. This would account for the loss of that many voters, since the illiterates are largely found among the adult population. A little less than half the farms are operated by tenants, who rarely vote. Thirty percent of the population is of the negro race. Out of approximately 2,600,000 people, North Carolina has 2,068,000 people who live in the country. Country women have not yet realized their duty as citizens. These facts, combined with general indifference, have served to bring the ratio of the state down to 44.6 percent of the total voting population, with only 60 percent of the native white population voting.

In comparing the counties given above, Alamance and New Hanover, nominally urban counties, have a ratio of 30 percent and 11.8 percent, respectively, of the population voting. They differ in that New Hanover has a larger negro ratio. Buncombe, Yancey, and Alexander, with both parties strong, lead with 28, 32, and 39 percent, respectively. Chowan and Warren, each with large negro ratios, show only 12 and 10 percent voting. Gaston, an industrial county with a large white ratio and both parties strong, comes up to 25 percent. Scotland, with large farm tenant, rural, and negro ratios, has only 13 percent.

Women Non-Voters

In considering statistics for women slackers, Illinois may be taken as an example. In this state they formed two-thirds of the total number of qualified non-voters. At this ratio their number is twice that of the men who do not vote.

In the mayoralty election of April 3, 1923, in Chicago, the women composed three-fourths of the total number of those not casting the ballot. This fact was brought out by Charles E. Merriam and Harold F. Gosnell, of the University of Chicago, in a study of 6,000 non-voters in that election. The following table is interesting in giving causes with the percentage in each case for both male and female non-voters:

Table IV

Reasons	*Percent.*
Total Non-Voters (6,000)	100.0
General Indifference	25.4
Illness	12.1
Absence	11.1
Neglect	8.4
Disbelief in Women Voting	7.8
Ignorance of Elections	7.1
Fear of Loss of Business or Wages	5.5
Insufficient Legal Residence	5.2
Disgust with Politics	4.3
Indifference to Particular Election	2.5
Detained by Helpless Member of Family	2.2
Disgust with Own Party	2.0
Objection of Husband	1.0
Failure of Party Workers	.9
Congestion at Polls	.8
Pool Location of Polling Booth	.8
Belief that Ballot Box is Corrupted	.7
Disbelief in all Political Action	.4
Fear of Disclosure of Age	.3

Some of the significant facts brought out in this report are that the greatest percentage of women non-voters is among the poor immigrant classes, especially of the Southern Mediterranean type; that home nursing, housekeeping, illness, and poor location of polling booths are very great factors in keeping them away from the polls, aside from objections of husbands and disbelief in the propriety of women voting. Next in order came the women of the best residential districts, who expressed either ignorance and timidity regarding elections or disgust with the manner of conducting public affairs. One woman out of every five of this class gave absence as a reason for non-voting.

Absence was also a large factor among the well-to-do class of men. They could not afford to cancel engagements or could not risk losing business in order to vote. On the other hand, many poor men could not afford to lose wages to vote, since working hours conflicted the hours when the poll was open. The men of Russian, Jewish, Polish and Italian extraction showed proportionately more interest in the franchise than the adult male population at large.

The negroes gave as their reasons insufficient legal residence, disgust with own party, or fear of loss of wages. Many of them move often and hence

are perpetually disqualified. As to length of residence, 86 percent of the negro non-voters had lived in the city less than ten years. On the other hand, the percents of voters and non-voters, white and black, who had lived in the city forty years or more, were the same. Forty-seven percent of adult white men who had never voted had lived in the city more than twenty years. This indicates a need of something more than mere years of residence in the making of a citizen.

Indifference

Most significant of all the facts, for Chicago as well as the country at large, is that 25.4 percent of these 6,000 cases, or over one-fourth of them, gave only indifference as a reason for shirking their duty as citizens. With such a proportion applied to non-voters the country over, the problem becomes one of such gigantic propensity as to challenge even democracy itself. The question arises: What can be done about it?

What Can Be Done?

There is no made-to-order program for ills such as tenancy and illiteracy, though these conditions can be bettered. The problem of the incompetent citizen is deeper than the mere casting of votes. It is inter-twined with our social, economic, and political structure, and will pass only as these approach more nearly the ideal. Tradition is against women voting and it is small wonder that so few of them run counter to it. There is no doubt that adequate instruction in political affairs, study clubs, women party workers, and better location of polling booths would do much toward getting out the woman vote. The younger women are not so conservative and with civic instruction in school they will take their places in the rank and file of citizens.

Social and political education seems to be the only means of Americanizing the immigrants. The government has an obligation to those whom it would not keep away from its shores. They are often so bitterly disappointed in the reception given them that they become discontented, if not dangerous, citizens.

Election laws need revision, especially as to the use of the Australian ballot, the absentee voter, expedient rulings regarding registration, hours for voting, etc. Some form of the preferential ballot should be used, so that the voter might have a wider choice of candidates. The short ballot could be provided for, with longer tenure of office and fewer unnecessary officials.

One writer has said that democracy as it exists is a dull, uninteresting affair, and that people need to be awakened to an appreciation of what it is and a vision of what it could become. The press could play a great part in rousing the fires of patriotism in the public breast. It was suggested that more facts be presented regarding public affairs, and that the people be not left in the dark as to what is going on.

No one organization or class may hope to solve alone this stupendous problem of our democracy. Everyone who claims allegiance to the American flag has a part in it. Guarding and preserving the liberties of 110,000,000 people is an immense challenge to any government. That there are those willing to accept the challenge was proved by the fact that their united efforts suc-

ceeded in getting 2,000,000 more voters in the 1924 presidential election than in that of 1920. It is to be hoped that the American women may come into politics with the interest of their homes and country so much at heart that they may be able to counteract the old ideal of voting just to beat the other fellow by substituting for it the purpose of helping him. May they bring such sanity and common-sense into voting that a man's merit as a statesman may have as much influence in electing him to the presidency as his ability to brandish a weapon or wield a pitch-fork.

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FREIGHT TRAFFIC WITH THE UPPER MIDDLE WEST

Roland B. Eutsler, Virginia

Introduction

A great deal of the history of transportation in the United States centers around the opening of lines from the Atlantic Seaboard into the Middle West. Since the lines which now compose the New York Central and Baltimore and Ohio entered Chicago in 1869, there has been a continued fight on the part of Atlantic ports to control, or share in, the freight traffic with the Middle West. Rate wars have been numerous. In order to give stability to a chaotic situation, differentials were worked out, thus giving less advantageously situated ports, namely Philadelphia and Baltimore, an opportunity to share in this traffic. The New York Barge Canal, connecting the Hudson River with Lake Erie, is an effort on the part of New York to continue to exercise control over these movements. Baltimore has recently made large expenditures on its port and is extensively advertising for traffic to and from the Middle West. Charleston, South Carolina, is doing the same. Certain interests in the Middle West are advocating that the St. Lawrence River be deepened in order that it may provide an additional outlet for their numerous products.

A Problem of Products and Movements

The problem before us for discussion, however, is not that as briefly outlined above. Rather than studying the Middle West as a source of export traffic and a destination for import traffic, our problem is to study what products we ship to the Middle West, what products we get from the Middle West, the extent of those movements, and the routes followed.

The upper middle West comprises the states of Illinois, Indiana, Iowa, Michigan, Missouri, Minesota, Ohio and Wisconsin. These states have a population density of 71.5 inhabitants per square mile, with a total population of 29,706,744. Compared with these, North Carolina has a population of 2,559,123 with 52.5 people per square mile.

Industrially these eight states rank high. The following table will show their position and growth:

Value of Products. (Millions of Dollars)

State	*1919*	*1914*	*1909*	*1904*	*1899*
Illinois	5,425	2,247	1,919	1,410	1,120
Indiana	1,898	730	579	393	337
Iowa	745	310	259	160	132
Michigan	3,466	1,086	685	429	319
Missouri	1,594	637	574	439	316
Minnesota	1,218	493	409	307	223

Ohio	5,100	1,782	1,437	960	748
Wisconsin	1,846	695	590	411	326
Total—Midwest	21,292	7,980	6,452	4,509	3,521
North Carolina	943	289	216	....	....
Total United States	61,968	4,246	20,672	14,793	11,406

The upper middle west can be classified as the manufacturing center of the United States—the exact center being found in Ohio. This is brought out by the fact that there are 81,832 industrial establishments in these states employing 3,382,892 workers.

Industries and Agriculture of Upper Middle West

Let us examine briefly the nature of these industries. We find that the automobile industry is concentrated in this area, also the meat packing industry, with all its allied and subsidiary industries among which canning and fertilizers are important. Other important industries are butter, cheese, and condensed milk, agricultural implements, rubber tires and rubber goods, men's clothing, furniture, iron and steel manufacturing, flour and grist mill products, hardware and tools, lumber products, leather and leather goods, linseed oil refineries, paints and varnishes, beet sugar, glucose and starch products, electrical machinery and supplies, canning and food products, and so on.

Agriculturally, these states rank just as important as they do industrially. The important crops raised are corn, wheat, oats, barley, hay, apples and other fruit crops, cattle, sheep, fowls, and hogs.

Industries and Agriculture of North Carolina

Turning now to North Carolina, its principal industries may be enumerated as follows: cotton and knit goods, tobacco manufactures, lumber and timber products, furniture, fertilizer, peanuts,—grading, roasting, cleaning and shelling—textile machinery and parts.

Our important agricultural crops are corn, oats, wheat, peanuts, hay, sweet potatoes, tobacco and cotton.

This brief mentioning of important crops and industries seems to be rather irrelevant to the question at hand—that of our traffic with the upper middle west. Unfortunately, however, these seem to be the only indication of the kind of traffic that North Carolina will have with the upper middle west. We get from that area our automobiles, rubber tires and goods, a great deal of food-stuffs, meat and meat products, flour, hay and grain. In turn, we ship there cotton goods, tobacco, lumber, peanuts, raw tobacco and cotton.

Do not understand me to say that this is the extent of the movement. Items may be named *ad infinitum* that are listed on the way-bills of the goods shipped between these two areas. Building materials, iron and steel products, drugs, patent medicines, bottles, varnish, paints, mineral waters, chemical products, and so on.

Routes of Freight Transportation

A little more definite information can be given on routes and the density of traffic. Of the three trunk line carriers moving through North Carolina, the Southern reaches the upper middle west via its own rails through the Asheville Gateway to Morristown, Tennessee, and thence into Ohio and Chicago. The Atlantic Coast Line reaches the same territory by connection with the Norfolk and Western at Norfolk and Petersburg and the Chesapeake and Ohio at Richmond, the Virginian at Jarrett, Virginia, the Southern Railway's Route, the Carolina, Clinchfield and Ohio, and the Louisville and Nashville, though this movement is primarily for traffic in South Carolina and south. The Seaboard connections from the Carolinas are via Atlanta with the Louisville and Nashville, N. C. and St. L. and the Southern; via Alberta, Virginia, with the Virginia Railway, via Petersburg with the Norfolk and Western, and via Richmond with the Chesapeake and Ohio Railway, and via Durham with the Norfolk and Western. The Norfolk and Western has two branches extending into North Carolina,—from Roanoke into Winston-Salem and from Lynchburg to Durham. Traffic from those points moves over the Norfolk and Western rails directly into the upper middle west.

Extent of Freight Traffic

From the few statistics available, the extent of the movement from the Carolinas to the upper middle west is as follows:

The traffic density of the Southern Railway for 1923 from Morristown to Asheville is 5,421,173 revenue ton miles, and from Asheville to Salisbury, 3,318,178 revenue ton miles. The movement west is much smaller—only 626,855 ton miles from Salisbury to Asheville and 872,198 ton miles from Asheville to Morristown. It might be mentioned here that the heaviest one-way movement of the entire Southern Railway System is from Morristown to Asheville.

The Atlantic Coast Line delivered 127,785 tons to the Norfolk and Western at Petersburg to be moved west, receiving at that point 233,707 tons. The Chesapeake and Ohio delivered 296,221 tons to the A. C. L. and received from it for western movement 60,837 tons. The Coast Line also supplied me with some interesting data showing the general trend or direction of certain predominating classes of traffic. Those moving east and south, and north and west are reproduced here:

Classes of Traffic	*Originating on A.C.L.*	*Received from Carriers*	*Total*	*Direction*
Flour and Meal	9,505	99,254	108,759	East and South
Other Mill Products	20,413	97,303	117,716	" "
Hay, Straw and Alfalfa	20,905	91,195	112,100	" "
Citrus Fruits	324,870	63,308	388,178	North and West
Potatoes	51,778	57,777	109,555	" "
Other Fresh Fruits	124,635	110,033	234,668	" "
Lumber, Timber, Box Shooks, Staves and Headings	1,542,701	623,055	2,165,756	" "

The movement over the Seaboard to and from North Carolina is indicated by the following interchange of traffic: in 1921 with the C. & O. 23,319 and from the C. & O. 179,848; with the C. C. & O. 12,739 and from the C. C. & O. 159,454; with the N. & W. 46,953 and from the N. & W. 174,018; and with the Virginian 10,496 and from the Virginian 70,218.

These statistics just given do not show the kinds of commodities moved. However, it must be mentioned that a great deal of this movement coming into the Carolinas is coal from the West Virginia and Kentucky fields and this will help to account for the preponderance of traffic east. Nevertheless, from the information given above, it is safe to conclude that a large portion of the traffic originating in and consigned to North Carolina points is traffic with the upper middle west. The exact amount of this movement, as shown from the Revenue Traffic Statistics of the Southern carriers for the month of April, 1924, same being an exhibit before the I. C. C. in Docket No. 13494, is:

From Central Freight Association territory, which is made up of states of Ohio, Indiana, Illinois, Michigan, the northern portion of Minnesota, and St. Louis, Missouri, to Carolina territory, 54,869,794 pounds; and from the Ohio River Crossings to Carolina territory, 48,249,126 pounds. The movement in the reverse direction was 10,892,188 pounds and 2,285,432 pounds, respectively.

An additional question may be asked: How much freight is shipped from the middle west to the Virginia cities and then transshipped to North Carolina? These same statistics for the month of April, 1924, show that the Virginia cities shipped us 44,989,949 pounds and that we shipped to them 5,873,081 pounds. There is no way of ascertaining how much of this movement originated there or how much of it is transshipped from the middle west, the North Atlantic states, or other producing territories. In comparing these statistics with those of the middle west, we find that the Virginia cities shipped us relatively less than we shipped to them.

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February 23, 1925.

SHOULD NORTH CAROLINA AID THE LANDLESS FARMER?

Reed Kitchin, Buncombe County

Tenancy in the United States

The condition of the farming class in the United States of recent years has been the source of much discussion, both in public forum and in private. Students and investigators have brought forth in bare figures the results of their investigations before the reading and thinking American public. And what do we find in these figures? That the farms and homesteads once so free to all who would settle, are rapidly passing into tenant operation; almost over night. This increase in farm tenancy has been steadily on the increase in all farm sections of the United States since the year 1880. From 1880 to the present time the ratio of farm tenancy increase compared with the increase in farm ownership has been four to one—not a very inviting thought when we consider just what this system of farming, called tenant farming, really is. Throughout the farming portions of the United States, between the years 1880 and 1920, farms cultivated by tenant farmers have increased by 1,430,145 farms, or more than doubled in number.

We are accustomed when farm tenancy is mentioned, to think of our own Southern states in particular, especially as these states are the sufferers from the over-speculation of cotton culture and were the "goats" of the Reconstruction orgy. Also, they are the home of the greater negro population in the United States. All these things, of course, have made for poverty, and that in turn has meant farm tenancy. But the Southern states are not alone in their misery. There is an abundance of company, for we have only to look to the great wheat production areas of the Middle West and the Great Lakes Region and the corn belt area including Iowa, Illinois, Kansas, and Nebraska to find farm tenancy steadily on the increase there. There, we find tenancy increasing from one-fifth to one-third of all farms in use. In these sections wheat, corn, and oats play a similar rôle to cotton, tobacco, and peanuts in making for farm tenancy.

The Cropper System in the South

Although farm tenancy seems widespread and on the increase in all sections, yet the South is developing a distinctive type of tenancy, little known in other sections. In the North and West farm tenancy is largely capitalistic, many of the tenants operating farms by deliberate choice, and often having operating capital ranging from $3,000 in Pennsylvania to 20 and 30 thousand dollars in Iowa and Illinois. But in the Southern states farm tenancy concerns only the moneyless man and tends toward the European peasant type with the consequent creation of a social estate.

North Carolina ranks well up in tenancy percentage, with 43.5 percent or nearly 120,000 of its 269,000 farms operated by tenant farmers. Within the 40-year period 1880-1920, the percentage of farm owners has steadily de-

creased from 66 percent in 1880 to 56 percent in 1920, a decrease of 10 percent, while at the same time tenant-operated farms have increased from 33 percent in 1880 to 43 percent in 1920, an increase of 10 percent.

What Price Great Wealth?

There are 117,459 tenant farmers in North Carolina, of whom 64,000 are white. They number one-fifth the entire white population of the state. Always this class has been considered purely from an economic point of view; in terms of how much cotton and tobacco they can raise. And the fact that North Carolina at the present time boasts of ranking fifth in the agricultural wealth of the nation, causes our pride to soar. But in producing this enormous crop wealth, entailing the most prosperous years we have ever had, North Carolina has little reckoned the cost; the 25-percent increase in share tenancy, the worst form, and its consequent results in civic, economic, and political fields. With Goldsmith, we might well say of a prosperous agricultural state, based upon farm tenancy, "The country blooms, a garden and a grave."

What the North Carolina Commission Found

In December, 1921, the North Carolina State Board of Agriculture, viewing with alarm the problems presented by farm tenancy within the state, appointed a committee of investigation to inquire into the subject of farm tenancy and propose remedies. The Commission proceeded in 1922, to conduct surveys in three typical counties of the state. Among other things they found that the average income per diem of tenants and croppers ranged from 10 to 30 cents, averaging $10.00 per month in actual cash and a household average of $250.00 per annum, and even this sum, due to late arrival of crop money, is often devoured by debt as soon as received. Little more than one-fifth this class ever reach the fifth reader in school. Aside from the Bible, and a few country weeklies, no reading material enters the homes of this class. Due to poverty, illiteracy, and frequent migration, church membership is a minor factor. Social recreation and contact consist largely in inter-family, church, and school events. Matters of sanitation and housing are little considered.

In summarization, it disclosed that farm tenant families live in poorer houses, under worse sanitary conditions, have poorer health and lose more of their children by death than owners do. They are more illiterate, fail to reach as high a grade in school, take fewer papers and magazines, have fewer books in their homes, attend church and Sunday School less frequently, have fewer home amusements, and in every other way live upon a lower plane.

And with these general statements is there any wonder that this class as they now exist in North Carolina are considered as "a doubtful economic asset, and a distinct social menace"?

Constant wandering in search of better conditions causes them to lack identity with the community in which they live, with a consequent loss of interest in schools, churches, and neighborhood enterprises as well as a loss of sense of responsibility for community morals, law, and order.

What About It?

And it is this condition, set forth here in summary fashion, that has caused public men and agricultural leaders to arouse themselves to discovering facts and suggesting remedies for the unquestioned evil that confronts the state today.

State aid to the landless farmer has three main advantages: (1) A state readily commands financial credit; (2) a state is particularly competent to select and acquire land needed for any farming venture; (3) through the aid of its colleges and agricultural department, a state has at hand men and women well qualified to practically apply any policy it might adopt.

The questions now arise, should the state extend its aid to these landless or tenant farmers, and if so, under what conditions, and why or why not?

It is doubted if any one would be opposed to lifting these "forgotten men" out of the slough of despond in which they are now struggling, as not only would sagacious and judicious state aid be of benefit to the tenant himself, but also the great State of North Carolina would benefit through a more effective citizenry, socially, economically, and politically.

Renter and Cropper

Yet, how is it that public aid can be extended judicially, if so desired? Research workers have found in recent years, that the Southern farm tenant falls into two classes—the renter and the cropper. The renter or upper crust of farm tenancy, owns his own farm implements and workstock and enjoys a large measure of independence in his work, while the cropper or undercrust of Southern tenancy, the submerged or forgotten men, have nothing more invested in their farming than the labor of themselves and families Where the renter gets from two-thirds to three-fourths of the crop and cash-crop money, the cropper gets but half. And in considering the proposition of state aid to the landless farmer this distinction must be borne in mind, if an intelligent solution is to be reached.

Both the cropper and the renter tenants each compose nearly a fourth of the farming population of the state.

From an Utopian point of view it is desirable that every landless farmer be aided to ownership of the farm he cultivates, but from a practical standpoint, not all of them could rise into farm ownership. As someone has said, "an outright gift of 40 acres and a mule would avail them little more than the manna sent down from heaven availed the children of Israel."

Helping the Cropper Class

The cropper class, numbering one-fourth the tenants of the state and 16,600 families, are usually found satisfied with their landless lot, and their attitude is expressed in the following dictum: "Farming don't pay; aint no money in it. If I own a farm I get taxed to death; the farmer's got no chance. I can make more money a' doing 'most anything in town or nothing at all." This class consequently doesn't work toward farm ownership and lacks the virtues of steadiness, thrift, sagacity, sobriety and integrity; all essential qualifications

for farm ownership. Research work estimates that there are only about 800 of this class, or one-twentieth of the whole number in the state, deserving aid.

Helping the Renter Class

But the renter class, comprising approximately one-fourth the tenants in the state at large, or 16,600 families, is a horse of a different color. Many of these, it is estimated, possess the above home-owning virtues and would be a safe risk in aiding to own their own homes. At least one-ninth or 2,000 of this class have the necessary qualifications, while about one-half already have home ownership in sight, by way of either inheritance, gift, marriage or purchase on favorable terms.

Assuming now that in North Carolina there are some 800 white cropper and 2,000 white renter families or a total of 2,800 white tenants, and 1,400 negro tenants deserving of state aid, what step should the state next take, and by what method should the goal of state aid to landless farmers be reached?

In Indiana many of the tenant farmers of the more hopeful hue have transferred their indebtedness from private banks and loan associations to the Federal Land Banks and Farm Loan Associations, thereby enabling them to spread their indebtedness over a number of years. But, of course, large initial payments are required in order to make such transfers possible.

State Aid in Other States

Kansas tackled the problem by way of the constitutional amendment route, providing for the creation of a fund by issuing bonds. This fund is to be used in such manner and amount as the legislature may determine, for the purchase and improvement and sale of lands for agricultural purposes, which means the creation of a fund to be loaned at low rates on long time, to worthy farmers. The state retains title until paid in full.

Oklahoma is trying to make it possible for tenants to own their own farms by lending to worthy farmers the full value of the land. The first loan is made from a school land fund, and the second from a special fund. First and second mortgages are sold at par, guaranteed by state bonds and the money reloaned. Farms are not to exceed 160 acres.

Similarly, North Dakota helps its tenants, although it limits its activities to first mortgages and 50 percent of the land value, while Oklahoma loans full value of the land. These states, like North Carolina, have about a 50 percent tenant-farmer class, which of recent years has been on the increase.

Before the Oklahoma Bill could pass, there were 10,000 applications for loans. Payments in full were to be made by the end of twenty-year periods at 5 percent. Semi-annual payments of 4 percent of the principal were to be made. So much for the Oklahoma plan.

Even in South Carolina we find a state land settlement commission recommending the creation of a land mortgage association and a state land ownership board for the purpose of establishing colonies of farm owners after the California plan.

The California Plan

And last, but not least in importance among examples of successful projects of state aid to the landless farmers, is the California plan, the model of many later agricultural experiments of this sort in other states.

Success of similar action in New Zealand and Australia, greatly influenced public opinion in California, and New Zealand and Australia had in turn, received their initial ideas from investigations carried on by them in Italy, Holland, Denmark, and the British Isles. Thus we see that the idea of state aid is not a new idea in the realm of agriculture.

Its Main Features

The three outstanding features of the California plan are: (1) Small colonies of farmers settled in farm communities, applying community coöperation in marketing products; (2) careful supervision on the part of the state executive agency, costing the state nothing but its loan of credit; (3) actual successful demonstration to private owners that such a plan can work successfully. From the standpoint of the tenant there are the following advantages: (1) Profits of private colonizers saved. (2) Low interest rates. (3) Extended payments. (4) Expert advice and direction. (5) Aid in coöperation, both in buying and selling. (6) Lessens the time in which each farm may be improved. (7) Places the owner in a position to earn enough money to pay his principal and interest when due.

The limit on the area of lands sold was made small, running from one and three-fourths of an acre to two acres and at about $400 valuation. The Land Board can either improve the land before selling as farms to the settlers or loan the settlers up to $3,000 for making the improvements themselves. The state asked 3 percent cash payment on the land and required the settler to provide one-third the money needed to improve and equip the farm. Thus capital and credit are the twin keys needed to unlock the door to farm ownership in California. The plan worked so well in the establishment of the Delhi and Durham colonies that not a laborer was in arrears at the completion of the first several years, and before Durham, the first settlement, was a year old, it had been visited and studied by officials of ten American and five foreign states. This undertaking has entered California on a new economic era and given this state a new social background to rural life, and a rural civilization worthy of the state.

California and North Carolina

And it is this California plan that should be considered in North Carolina if this state decides to aid the landless farmer. While the returns for the first few years would not be so great as in California, neither would the risks in investment. The initial fund created in California amounted to $260,000, but this sum is estimated as unnecessarily large for North Carolina. Fifty thousand dollars would seemingly be sufficient to start the ball rolling in North Carolina, as this state has not the leveling, ditching, and irrigating problems to overcome, that the California Land Board was confronted with.

And indeed, a Bill, modeled after this California plan providing for the creation of a Farm Land Board, and defining its powers, and to provide funds for the purchase of farm lands for home ownership in the State of North Carolina, was introduced in the General Assembly of 1923, but failed to have any further effect than the appointment of a commision to investigate plans of group settlement and a feasible plan of state aid to North Carolina farmers and to report at a subsequent session. And this Bill failed in spite of the fact that state aid, if considered at all, would be a straight-out business proposition, taking not so much as a cent from the coffers of the taxpayers, but merely loaning the credit of the state; an investment in character.

But, desirable as state aid to those considered worthy of owning their own farms would seemingly be, yet there is another side to the question that would bear discussion.

Many people believe that such a program would tend to weaken the self-reliance, initiative, and independence of those so aided, despite the fact that experience has proved otherwise, and the public mind must be educated through thorough discussion, before any final decision be taken.

Already the state has the country banks with their 4 percent interest on deposits and savings, the coöperative farm credit unions, building and loan associations, the Farmers' Federations for the use and benefit of the thrifty, and only the thrifty would be considered, should the state adopt a land-aid plan.

Other ways out are offered by the Federal Government, which if taken advantage of by the thrifty tenant, cannot but aid him eventually—the Federal Land Banks and Loan Associations, through which a loan may be gotten of 50 percent of the value of the land purchased up to $10,000; payment to extend from 5 to 40 years at 5 percent in semi-annual or annual installments.

Indirect State Aid

The work of the Departments of Health and Agriculture in their teachings for diversified farming and proper rotations and sanitary living conditions, together with the development of better schools and roads, are all indirectly state aid to the tenant farmer, and the tenant of thrift, push, and sagacity will not fail to build up slowly his condition in life and profit thereby.

And, in consideration of the attitude of the greater number of tenants, state aid directly applied would be of but little benefit.

Also, private enterprise has succeeded in doing just what the state would demonstrate in North Carolina, as the success of the McRae colonies in eastern North Carolina will bear testimony. The McRae farm colonies are a private enterprise in small-scale farming on the colonization plan. The average farm is ten acres, with terms of purchase suited to individual means. Intensive farming and coöperation, efficient direction and modern social recreations, are outstanding characteristics of this enterprise.

Various schemes other than direct state aid have also been advocated as a remedy for the tenant situation in North Carolina. Among other suggestions is one that municipal and county taxes be on a progressive scale, thus relieving the improved land from bearing the same tax burden as the many acres of idle land. Classification of property values and taxation thereon is another reform advocated for the encouragement of the home-owner. Another would provide that the State Agricultural Board loan money to the tenant for the purchase of fertilizers and stock in order to help him on the march to a diversified farm system, and the raising of more food crops. Still another suggestion would have a state land commission established with work similar to some of the labor exchanges in our larger cities, which would keep the tenant farmers who expect to become landowners in touch with the possibilities in different sections of the state.

Direct Aid to the Landless

But up to the present time the state has made no direct contribution to the landless farmer, unless the appointment of an investigation commission be deemed such.

And even should the state decide to make a direct appropriation, it could at best apply to only a few of our landless farmers, in establishing a demonstration station to private colonizers as in California, and the McRae colonies, above mentioned, have already served this purpose.

Should state aid be granted, eight-ninths of those who need the aid would have the same chance to become home owners that the average merchant in town has of becoming a merchant prince. Most tenants have the same opportunity to own a home that this same merchant has to acquire a comfortable competency: by holding his own with his competitors.

Some people see a remedy for farm tenancy from the viewpoint of legislation; some see it in socialistic reforms; some from the viewpoint of education, assisted by religious training. Probably, an intelligent application of them all would greatly aid.

But we are yet face to face with stark reality. The tenant system has enslaved a negro population of 250,000 and a white population of 300,000; it involves 117,000 farms. Altogether, nearly 500,000 of our farming population of 1,500,000 or one-fifth of our entire population are so engulfed. It will require years of patient and intelligent labor on the part of our economists and sociologists, to turn back the tide of farm tenancy in North Carolina and put farm ownership on a stable basis.

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YOUR RAILROADS AND THE MEN WHO RUN THEM

John L. Cobbs, Jr.
Director of Public Service Relations A. C. L. R. R.

The subject of transportation is one on which whole libraries have been written. There are weighty tomes dealing even with what may seem to the layman to be insignificant details of railroad operation. So it is obviously impossible to cover the whole subject in the short time at my disposal. I can only touch upon a few of the high spots of the history of the railroads in North Carolina and outline very briefly some of the factors which affect their operation as business properties, and then, if time is left, talk about the men who run your railroads, because, after all, it is the men who run a business who give it its character and make it a success or a failure.

For lack of time in which to present proof I shall have to ask you to accept some unsupported statements as facts, for the time being at least, and to check the accuracy of these at your leisure. My purpose in coming to Chapel Hill is not to praise your railroads nor to apologize for them, but to try to give you some insight into the factors which affect their operation and their relations with the public, and the policies which govern their management.

The Public's Stake in the Railroads

You will note that I say "your railroads." I do this deliberately because one of the points I want to emphasize most forcibly is that the railroads are, literally, "your railroads." This is true for the country as a whole and it is particularly true of North Carolina, for the railroads in North Carolina were built by and much of their stock is still owned by North Carolinians. The latest figures available show that approximately three-fourths of a million individuals in the United States are owners of railroad stocks. Not less than two millions own railroad bonds and securities of one sort or another, making a total of about three million persons who have invested their money in order to make possible the great transportation system of this country. Even more striking, however, is the fact that practically every insurance company and savings bank, as well as many other financial institutions with surplus funds to invest, are very large owners of railroad securities. It is estimated that about 35 percent of the assets back of all outstanding insurance policies are railroad securities and that from 15 to 20 percent of all savings deposits are invested in railroad securities. In addition, the railroads employ about 1¾ million persons and pay this labor about $1600 per annum, the highest price paid any class of labor; statisticians tell us that one family out of every 15 in the United States is dependent upon the railroads for its living. So when I speak of the railroads as your railroads I am not stretching truth or exaggerating facts. I venture to say that every man and woman in this hall

tonight is in some way directly concerned with the ownership of railroad securities. It follows, therefore, that the operation of the railroads, their success and fair treatment, are matters which concern you as much as the economic relationship of the railroads to our national life.

Transportation Problems—Old and New

In this day and time we are apt to think that the problems which confront us are new problems which have never been faced before and for which new and original solutions must be found. Let's look back 85 or 90 years and see what the conditions in North Carolina were at that time. In 1830 the State had a population of 737,987 people scattered thinly over a wide area. There were no railroads and few improved dirt roads or highways. Commerce moved by way of the rivers and to a limited extent by wagon and pack train. Because of the difficulties attending navigation along the Carolina coast travel by this means was slow and uncertain. The products of the Roanoke River section as well as of the Neuse and the Tar were taken through the Ocracoke inlet to Norfolk, and it was estimated that for transportation costs "the stave maker paid one stave out of every three that he sold, a maker of naval stores one barrel out of every four that he made, and a cotton grower a bale out of every eight that he produced." The products of the valleys of the Broad, the Catawba, and Pee Dee were floated down stream and marketed through South Carolina with the result that a large part of North Carolina's trade went to points outside the state.

It was to correct these conditions that the first railroads and other extensive internal improvements were proposed, for there was keen rivalry and competition between North Carolina and Virginia and a strong feeling that North Carolina should build up its own ports and markets instead of permitting its products to be shipped to Norfolk, or to Charleston.

Wilmington was a port of some importance and had considerable trade, but lacked other means than water transportation of collecting produce. The products of the western part of the state were brought by wagon to Fayetteville, already an important supply point, and floated down the Cape Fear River, but the situation as a whole was unsatisfactory.

President Caldwell's Initiative

In 1828, President Caldwell of the University of North Carolina proposed the building of a railroad from Newbern to Beaufort which would collect produce along the route traversed and carry it to a market at Beaufort. The produce of the Roanoke and all the rivers between it and the Cape Fear would thus be developed and exported from the state through one of its own cities. Even at that early date there was a wide difference of opinion regarding the best plan of development to follow. The eastern section of the state wanted a north and south railroad while the western portion strongly advocated a railroad east and west.

In 1833 an internal improvement convention was held in Raleigh at which resolutions were adopted to the effect that no work should be prosecuted on roads which would convey produce to a primary market out of the state.

It is well to point out here that river transportation had a most important bearing not only in North Carolina but elsewhere in the East, upon the construction of railroads. What is known as the Fall line, the break between the Piedmont and Coast Plain Section, marks the head of navigation on all the principal rivers. The communities early established at or near this fall line became important supply points, receiving merchandise from river boats and distributing this by wagon and pack trains to the communities lying further back in the interior. The early railroads were usually built to connect the towns and thus facilitate trade without the long, roundabout trip by water or the trying one by land.

Early North Carolina Railroads

Railroad building got under way in both Virginia and South Carolina before it did in North Carolina and thus increased the natural advantages which those states had to attract trade from this state. The first railroad in North Carolina was a short track of iron used for handling the stone quarried for the new State Capitol. In 1832 a charter was granted to the Petersburg and Roanoke to build a railroad from the Roanoke country to Norfolk. This, however, had the effect of taking produce out of the state and gave impetus to the formation of the Wilmington and Raleigh Railroad Company which was incorporated in 1833, the original intention being to join the capital of the state with its principal seaport. The people of Raleigh, however, would not subscribe to the new venture and it was decided to build the railroad from Wilmington into the Roanoke country in order to bring to Wilmington the produce of that section. Weldon was determined upon as the northern terminus.

As Dozier points out, "The building of a railroad from Wilmington to Weldon, at that time the longest railroad in the world, was a tremendous undertaking for the citizens of Wilmington. At the time the road was incorporated the population of the town was about 3,000, the majority of whom were negro slaves. When the twenty men assembled at the home of Governor Dudley and made their subscriptions to the road, the sum subscribed was larger than the entire taxable property of the town. The largest subscription, that of Governor Dudley, was $25,000. While the road was being constructed its credit became poor and an order of the promoters for one hundred dozen shovels, although indorsed by the stockholders, was refused and it was necessary for one of the stockholders to add a hardware branch to his business in order that the road might secure needed tools. While the company was in such straits it was necessary to hold frequent meetings of the stockholders and directors. The method of announcing these meetings was unique. A citizen of the town owned a docile old gray mare. She was borrowed periodically by the company and decorated with placards swung on either

side inscribed 'Railroad meeting to-night.' A small negro boy ringing a bell rode her through the streets of Wilmington and thus secured the desired attendance."

Difficulties of Development

The difficulties in the way of these pioneer railroad builders are hard to visualize at this day and time but a reading of the old reports gives some indication of the obstacles which were encountered and overcome and of the heart-breaking wait of those who had put their money into the new project for some return upon their investment. They very early learned that it is not only the money that the railroad receives for its service, but the money it must spend that makes for success or failure.

The report of the construction engineer made in the year 1840 states that "the rails are of the best heart pine, planed on the upper surface, leaving a smooth flat bearing for the iron rail and beveled off on the inner edge so as to throw the bearing more on the center. The iron plates are two inches wide by five-eights inch thick fastened to the rails by spikes five inches long and three-eighths inch square." At that time the railroad owned six locomotives which cost $48,000; 20 cars which cost $20,000, and 80 cars at a cost of $24,000. It also owned three steamboats which operated between Wilmington and Charleston and various and sundry stages, horses, etc. The total property investment was $1,491,000, some $9,000 less than the estimated cost, as the engineer points out, although he states that the price of labor and materials had increased since the original estimates were made. Apparently even at that time prices were going up.

The State of North Carolina subscribed two-fifths of the capital stock of the Company. This the state later disposed of, so far as I can learn, without loss, so that it was entirely repaid for the aid extended to the Wilmington and Weldon and secured in addition the advantages which came as a result of the development along the line.

For ten years after the Wilmington and Weldon was completed there was a constant struggle to meet changing conditions, to keep the road solvent and to obtain funds for improvements which were urgently needed. Many efforts were made to secure additional state aid but without success, and the necessity for spending considerable sums for upkeep and new equipment and the difficulties occasioned by hard times, gave the management of the road many an unpleasant hour. Finally, however, more prosperous times, increased traffic, and improved efficiency made it possible for the road to meet its debts and to declare a small dividend. In succeeding years these dividends increased and the road became a paying business.

Other railroads than the Wilmington and Weldon secured financial aid from the State for there was a great demand for additional roads to open up new sections and to connect other new routes to the South, Southwest and West. Among these were the Raleigh and Gaston, the North Carolina Railroad and the Western North Carolina Railroad. Space is not available to go into the details of these early companies. The aid extended by the State before the Civil War does not compare to that which it gave the railroad

builders in the era following the war. As Fairfax Harrison expresses it, "During the Reconstruction period, after the Civil War, North Carolina entered upon an orgy of State-aid to railroad enterprises which was the origin of the making of the existing lines." As a net result the State emerged as the sole or principal owner of at least two railroads, the Carolina Railroad between Goldsboro and Charlotte, now leased to the Southern Railroad, and the line between Goldsboro and Beaufort, leased to the Norfolk-Southern.

State Aid to Railroads

The general history of the early companies was pretty much the same. The State took an agreed proportion of the capital stock after certain private subscriptions had been made, or guaranteed the bonds of the companies at a specified amount per mile. Most of the companies met with financial difficulties. Few of them were so well managed or came out of the first period so fortunately as the Wilmington and Weldon. Most of them, for one reason or another, were not successful and were forced into bankruptcy. Finally there came the period of consolidation and absorption when those companies that were successful and efficient bought up the less successful lines and began the formation of the longer system with the result that about 1895 the Southern Railway, the Seaboard Air Line and the Atlantic Coast Line Railroad appeared as the successors of the disconnected short lines. Large amounts of the securities issued in payment of those of the constituent companies are owned by North Carolinians today, many of them, in the case of the Wilmington and Weldon, by descendants of the same persons who were the builders of the road almost 100 years ago.

The beneficial effects upon the state of the construction of the railroads are hard to estimate. The railroads here, as elsewhere, were pioneers, opening up much new territory and making possible a growth and development which could not otherwise have taken place. The following figures give some idea of the way in which the state has grown with its railroads, and are offered only as indicating the value of the roads to the State's progress and not with the idea that the roads were solely responsible for the development and growth that has taken place.

Year	*Population*	*R. R. Mileage*	*Total Wealth*	*Wealth per Capita*
1830	737,987	None	....	....
1840	753,419	247	....	....
1850	869,039	283	....	$ 261
1860	992,622	937	....	361
1870	1,071,361	1,178	....	195
1880	1,399,750	1,486	....	329
1890	1,617,949	3,001	$ 584 million	361
1900	1,893,810	3,831	682 million	360
1910	2,206,287	4,932	(1912) 1,685 million	740
1920	2,559,123	5,522	....	....
1922	.....	....	4,543 million	1,703

The Railroad Plant

I wish that time were available to go into the early history of the roads in more detail for it is most interesting to compare operation conditions then with those which exist now. I want, however, to speak of other factors which affect the business of railroading. First of all the cost of the railroad plant. Few people have an adequate idea of the great amounts which must be invested to build and equip a modern railroad. Track costs not less than $35,000 per mile and may cost a great deal more. Locomotives cost not less than $50,000 each. All-steel day coaches cost about $25,000, dining cars around $50,000, Pullman cars about the same; common, ordinary box cars require an expenditure of about $2,000 each, while refrigerator cars cost $2,500 to $2,700. Rolling stock and track are only a part of the total cost. Behind these facilities used by the public there must be adequate shops, terminals, warehouses, coal and water facilities and numberless other adjuncts to transportation which require in the aggregate staggering sums of money. One of the shops maintained by the Atlantic Coast Line, for example, represents an investment of more than 2½ million dollars. Modern coaling stations, like those used at terminals and division points, cost $50,000, while prices paid for the land occupied by yards and by passenger and freight stations vary with the current price of real estate. Even when finally built and in operation the railroad is not by any means stable. It must be prepared to spend large sums for the repair and upkeep of its tracks and equipment, for unless this is done they quickly deteriorate and become unfit for use. The elements constantly strive to tear up, wash away and otherwise damage the roadbed. For example, the lines in South Georgia were recently subjected to unprecedented floods which washed away their bridges, trestles, tracks and fills and required the expenditure of hundreds of thousands of dollars in addition to the loss caused by delays to traffic.

Needed Capital

Capital, then, is the first great requirement of the railroads and it is almost as difficult to get capital for railroad use now as it was when the organizers of the Wilmington and Raleigh road mortgaged their faith in the State and strained their own slender means to raise the necessary money. People with money to invest are notoriously conservative. They will not put their money in any enterprise about whose success there is any question. Their hesitancy about subscribing to new railroad stock is due not to any lack of faith in the future of the United States, but is because of the tendency which has grown up in recent years to handicap the railroads by restrictive regulation and legislation to such an extent that the railroad managements are prevented from carrying on the business of railroading in the most businesslike manner.

Railroad Regulation

To cover the question of railroad regulation adequately would require a long series of lectures and much collateral reading. Suffice it to say here that almost every detail of railroad operation is subject to regulation by

State and Federal agencies. All told there are 99 agencies in this country with power to regulate the railroads. True, no one railroad is subject to all 99, but all railroads operating in one or more states are subject to laws passed by Congress and the regulations made by the Interstate Commerce Commission, the Labor Board and the legislators and Public Service Commission in each state in which they operate. The Interstate Commerce Commission, the Federal agency authorized to regulate the railroads, is the most powerful agency of the sort in the world. It has and exercises authority to fix the rates which interstate railroads may charge for their service, to say what type of equipment they may use, to prescribe what and how railroad accounts should be kept and to authorize the issuance of railroad securities or other forms of financing. The state regulatory agencies in the same way have power to prescribe prices which the railroads may charge for intra-state traffic, the amount and character of service which the railroads furnish, and matters affecting equipment. The result appears to be at times a hopeless hodge-podge, each state agency attempting to keep the rates within its state at a level which will give its industries the advantage over those of competitors in adjacent states. Needless to say the railroads catch it in the neck at every turn.

Let me say here that practically all progressive railroad men agree that some form of railroad regulation is as necessary for the protection of the railroads as for the protection of the public. They recognize the fact that the railroads stand in a peculiar position to the public and they welcome regulation which will take into account not only the obligations of the railroads to the public but the public obligation to the railroads and will endeavor to adjust the two for the best interests of both. What railroad men do object to, and rightly, are regulations and laws made by people who have no knowledge of railroading and whose only effort in regulating the railroads is to get votes to perpetuate themselves in office without regard to the effect of these regulations upon the business side of railroading.

For railroading, remember, is a highly specialized business and requires long experience, detailed knowledge and unusual executive and managerial ability on the part of its officers. There are few, if any, other lines of endeavor which call for as much technical and specialized knowledge. Things which of themselves seem trivial and unimportant to persons not familiar with the business may actually exert the most far-reaching effects upon the success of any operation. When the railroads are subjected to regulations made by persons who have no conception of practical operation it is not hard to see how their service to the public may be impaired and how their successful business operation may be made impossible. This, at any rate, is the position which the investing public has taken and with the growth of restrictive rail regulation in years past people with surplus funds have felt that the railroads did not offer as good an opportunity for investment as could be had in other kinds of business. The result has been that the railroads have found it difficult, if not impossible, to sell stock advantageously, and for a number of years were unable to secure the funds needed to keep their facilities abreast of the development of the country.

Government Ownership

Taking these facts into account, and remembering also the methods used during Government operation of the railroads it is not hard to understand why, when the railroads were returned to their private owners in 1920, many of them were in exceedingly dilapidated condition. Their operating expenses had been greatly increased by the increased wages allowed railroad labor during the War period. No adequate increases in rates had been made and the deficit had been covered during Government operation from war-time appropriations. That an increase in rates was necessary was recognized by everybody familiar with the situation. When the roads were returned to their owners it became apparent at once that every road in the country was faced with bankruptcy unless rates were increased to meet the tremendously increased operating costs. This general increase was made in the fall of 1920. In 1921 came the panic and there came also the growing menace of the radical element in Congress whose platform called for Government ownership of the railroads.

During 1921 and most of 1922 traffic was at a very low ebb. The railroads, as is always the case, felt the depression first and were unable to secure funds to make improvements they knew were needed. In the fall of 1922 business revived. Freight shipments increased. Box cars which had stood idle for months on rusty sidings were called into service. Suddenly the railroads found themselves overwhelmed with a traffic greater than their facilities would handle. There was a shortage of cars and power which added color to the theories of the radicals that the railroads had fallen down, were incompetent and that Government ownership was the only way out. The real reason for the inability to handle the traffic satisfactorily, however, lay in lack of money to enlarge their facilities in keeping with the growth of the country. This lack of money was due to the fact that people with money to invest were afraid of the very kind of legislation which radical members of Congress and their followers gleefully announced they would put through.

The Esch-Cummins Bill

There was, however, a saving fact about the whole situation. With the return of the railroads to their owners in 1920 there had been enacted what is known as the Transportation Act of 1920 or the Esch-Cummins Bill. This Act, among other things, recognized for the first time the necessity of allowing the railroads to earn a compensation comparable in some degree with their needs, and the Interstate Commerce Commission was authorized to fix rates which would enable the railroads to earn, under honest and economical management, a fair return upon the value of their property used for transportation. This section was at once attacked by those people who did not want to see the railroads succeed. It was widely heralded abroad that the Government guaranteed the earnings of the railroads and the Act was held up as a horrible example of the way in which the roads were allowed to profit at the expense of the people while the down-trodden farmer and other lines of business received no such help or encouragement. The truth about the

Transportation Act of 1920 is exactly what I have said. The Interstate Commerce Commission was authorized to allow the roads to charge enough for their service to earn a "fair return." This rate of fair return was set at 5¾ percent, low enough at best if earned, but even the amount thus allowed did not represent a net return to the railroads. Out of it they had to pay interest on thier funded debt, certain fixed carrying charges, and set up reserves for emergencies. If anything was left it might be distributed in dividends to the stockholders. It is a significant fact, however, that stockholders of American railroads in 1924 received some three million dollars less in dividends than they received in 1916 when freight rates were lower than at any other time in our history.

The Return to Normalcy

The Transportation Act of 1920, however, with its recognition of the right of the railroads, in common with other businesses, to earn this fair return, gave some encouragement to people with spare funds to invest in railroad securities. Taking advantage of this fact the roads in 1923 agreed upon a program of improvement which is without parallel in railroad history. Relying upon the good faith and fairness of the American people they raised approximately one billion dollars to be spent in improving their track, in purchasing new equipment, in extending and improving their facilities and in repairing their rolling stock. So successful were they in their efforts that the record-breaking traffic of 1923 found them fully prepared and ready. Where, the year before, there had been extensive car shortages and delays, the traffic of 1923 was moved quickly and safely. Merchants all over the country found it possible to secure deliveries from factories and wholesalers in much less time than ever before. The result was that business was speeded up and a decided impetus given to the return of prosperity.

In 1924 the roads again broke all records for efficiency of operation by handling the greatest traffic peak we have ever had with an actual surplus of freight cars and with less employees than had been required to handle the traffic of 1923 and 1920. Today the railroads of America are in better physical condition than they have ever been and they are daily increasing their efficiency and lowering the cost of transportation. These savings have been passed on to the public in the form of decreased freight rates during the past three years. It is estimated that in 1924 these savings to the public amounted to more than $600,000,000 and that for the three-year period the saving has been in excess of 1½ billion dollars. Freight rates today are cheaper, dollar for dollar, than any other item entering into the cost of living. The last report of the Bureau of Labor Statistics of the U. S. Department of Labor shows that in February the index number of the wholesale price of all commodities was 160.6, taking the index number for 1913 as 100. Farm products were 161.5. Freight rates on the contrary, in October 1924, the last month for which I have completed figures, were only 155.5 percent. This for the country as a whole. For the South the increase in freight rates has been about 47 percent. These figures, issued by the Government itself, are pretty conclusive

evidence that freight rates are comparatively cheap. There are still some people, however, who close their eyes to the truth and continue to proclaim that freight rates are unduly high and that farm products in particular pay more than their proportionate share of the freight burden. Many of the people making these statements hold or desire to hold high public offices. Their disregard for the truth can only be attributed to their desire to pose as fearless champions of the people against the great railroad corporations and thus win more votes in the next election.

Rates

A word about rates. In the charter of the Wilmington and Raleigh railroad the President and directors were authorized "to erect a toll gate or toll gates at such roads at such points as they may choose; and to receive and demand the following rates, to wit: Not exceeding 4 cents a mile for toll and 9 cents a mile for transportation per ton of 2,000 pounds; and for the transportation of passengers, not exceeding 6 cents per mile for each passenger until the net profits received" amounted to a sum equal to the capital stock expended, with 6 percent per annum interest, from the time the money was advanced by the stockholders until received back in the net profit; that after this the tolls which might be charged were to be fixed and regulated "so as to make them sufficient to yield a net profit equal to 15 percent per annum on the capital stock of the company over and above what may be necessary for the repairs, improvement and renewal of the same, together with all other actual expenses of the Company."

This gives some idea of what the law makers of that time considered a fair return upon capital invested in railroads and what people were glad to pay for the service rendered. If lawmakers were as liberal now as then in regard to the return which railroads might earn upon their investment the roads would have little to complain about. As a matter of fact the roads as a whole have never earned the 5¾ percent fair return upon their investment authorized by the Transportation Act of 1920. They have failed to earn this fair return by more than one billion dollars and their earnings are at a rate very much less than those of almost any other legitimate business.

It has been many a year since the railroads were permitted to charge 9 cents a ton per mile for freight and 6 cents per mile for each passenger. Today the average amount received by the railroads for hauling a ton of freight one mile is about 11 mills, one-eighth of the charge authorized in the charter of the Wilmington and Raleigh, while passenger fares average about 3 cents per mile. No doubt these old pioneer railroad builders would turn over in their graves could they know what it costs the railroads today to do business and how small is the unit of charge.

Freight and passenger rates have been a source of difficulty for the railroads almost from the first. In the beginning the difficulty lay in the inability of the railroads along the Atlantic Coast to meet the passenger fare charged by the steam boats and sail packets operating in competition with them to eastern points. At that time the expenses of the railroads were only a frac-

tion of the cost of providing transportation today. The report of the Wilmington and Raleigh for 1841 shows that the President of the Company received a salary of $2,000 per year, the Secretary and Treasurer $1,500; three train agents or conductors received $600 each; engineers got $66 per month; a master carpenter was paid $60 a month and ordinary carpenters $1.50 per day. Skilled slave labor was hired from planters and guaranteed by bond. Later, the labor cost increasing, and labor becoming more difficult to secure, the Company purchased slaves of its own.

On Freight

In 1850 we find the first mention of the difficulties of establishing uniform rates of freight. The shippers at Halifax, Enfield, Battles and Rocky Mount were complaining that they were being charged more in proportion for their produce sent North than on the same articles shipped South to Wilmington. The President of the Company, Mr. McRae, pointed out, however, that "to load and unload our trains takes up time and involves expense which necessarily must be added to the actual cost of transportation without respect to distance. This expense is more sensibly felt by the freighters for a short distance and renders it impossible that the tariffs of freights should be measured solely by the distance traveled."

In the same year the President suggested in his report the advisability of a revision of freight rates because he said "there are some articles that will bear a reduction while there are others, rosin for instance, which are at present too low; this article being, according to the present tariff transported from many points at the rate for less than the actual cost to the company." The necessity of encouraging the development of the country in every possible way and of giving all assistance to the farmers along the line is found in this significant paragraph: "In adjusting the rates of transportation encouragement, if possible, should be given to the fertilizer used by our farmers, such as lime, marl, gypsum, guano, etc. As such articles when used as fertilizer tend to swell the produce of the farm and in that way remunerate the company in the increased amount of produce to be transported to market."

It may be remarked in passing that this policy of low rates on fertilizers has been consistently followed by the railroads to the present time, to such an extent that the freight costs on fertilizers per acre are an insignificant part of the cost of crop production. Freight rates on fertilizers have unfortunately assumed a political significance in latter days when the farm vote has become of such importance to politicians and office seekers, and efforts, very often successful, are made almost every year by these people to force the railroads to make repeated reductions in rates on this commodity.

Again in 1856 the General Superintendent in his annual report says: "Our tariff of freight requires some modification. While very light boxes of dry goods are carried entirely too low, the article of rosin and perhaps also turpentine, is charged too high.

"I therefore respectfully recommend that this tariff be modified so far as shall be deemed for the best interests of the company and the community." Here is proof of the way in which the roads have from the beginning watched every factor affecting the prosperity of their territory.

Bear in mind that the earliest freight rates were designed to meet competition by water, by wagon and by pack train. As conditions changed other factors were taken into account. Competition between commodities, between towns, as well as with other means of transportation and between the railroads themselves served to affect the price charged for transportation. The history of rates and rate-making deals with one of the most complicated matters connected with the business of railroading. Men give their whole lives to the study of a single phase of the problem. Without attempting any exhaustive discussion of the matter here it may safely be said that there is a reason for every rate. That reason may not in some cases be valid today because of changed conditions. It was, however, a perfectly good reason at the time the rate was established. With regulating agencies which have absolute control over the freight and passenger rates it is incredible that widespread discrimination or unfairness can long exist in the rate structure today. I do not mean to say that the rate structure is perfect. It is not, and it contains many isolated examples which are out of line with the general structure itself. These are being corrected as rapidly as they come to light, but any attempt to seize upon such isolated examples and offer them as proof that the whole rate structure is defective is totally wrong and unfair.

No Intentional Discrimination

No railroad will willingly or knowingly discriminate against one section which it serves in favor of another because such discrimination chokes off traffic which would otherwise be a source of revenue to it. No matter what office-seeking politicians may tell you, be sure that every railroad does everything in its power to cultivate and bring about prosperity in the sections which it serves. For prosperity and good business mean increased traffic and higher earnings. The railroad is the first to feel the pinch of hard times just as it first responds to the abundant traffic of prosperity. *In all the talk there has been about the rate situation in North Carolina nothing has been said of the fact that intra-state rates in North Carolina are lower than in any other Southern state and that many rates from the Middle West to North Carolina points are lower than the rates to other comparable points in the South; so low in fact that revision of the rate structure such as was contemplated under the Eastman plan would result in raising rates in Eastern North Carolina very materially.*

Let me say again that the people of North Carolina, in common with the people of every other State of the Union, have an active railroad commission with full power to look after their interests and that the Interstate Commerce Commission has final jurisdiction over the rates set by the railroads. With these regulating agencies functioning 24 hours a day, 365 days in a year, talk of wholesale discrimination against the State is idle folly.

Railroads As Tax Payers

A word now about the railroads as tax payers. It is estimated that in 1925 the railroads will pay a little less than one million dollars a day in taxes amounting to perhaps 350 millions of dollars. In 1913 they paid $127,725,809 in taxes. There has, therefore, been an increase of about 175 percent in rail-

road taxes in the past 12 years. In 1913 the railroads paid $332,300,000 in dividends. In 1924 they paid about $303,000,000 in dividends. There has, therefore, been a decrease in railroad dividends during that period of about $29,000,000 while taxes have increased $232,274,191. By the utmost economy, by the use of improved methods and modern equipment, the railroads are constantly reducing the cost of providing transportation. As has been shown these savings are being passed on to the public and are making it possible for the roads to keep alive. The increase in taxation, however, is one of the factors affecting the price of transportation over which the railroads have no control and which no operating efficiency can overcome. The burden of taxation must in the last analysis be paid by the public who use the railroads. All too often money badly needed for improved railroad facilities which will make possible additional savings to the public must be paid for taxes and squandered by incompetent politicians for some pet project which will keep these politicians in office. The whole question of taxation is one deserving the most careful consideration by you students of Economics now, and later when you go out into business life. In a short time you will be voting for the men who represent you in the legislature and in Congress, and you will share the blame which attaches to the rest of the public if you allow men to be sent to those Council halls, who will handle railroad legislation from a political rather than an economic standpoint.

Railroad Executives

I come now to the most interesting part of my subject, the men who run the railroads. I have told you that the owners of the railroads are the people of America, yourselves included. The men who run the railroads are the best type of Americans, your neighbors, your associates and your friends. Unfortunately there has grown up the belief, carefully fostered in some circles, that the men in charge of the great railroad systems of the country are autocratic and tyrannical, impatient of the public's interest in the roads and out of touch with public sentiment and needs. Yet an examination of the records show that practically every important railroad head in the country has come up through the ranks by years of hard work and sheer ability. These men know their public by daily contact with them. They, better than anybody else, know the things the public demands in service, and in courtesy, and they know too the value of getting and keeping the sympathy and good will of the public. The demagogue and self-seeking politicians would have you believe that the only policy of these men is "the public be damned." Actually their chief wish and chief aim and effort is to give the public the very best transportation service at the cheapest possible price because they know that the American people will not stand for anything less than the best and they know too that poor transportation is the most expensive.

As I have told you these men, or certainly the great majority of them, have come up through the ranks. President Markham, of the Illinois Central, began as a laborer on a section gang. President Crowley, of the New York Central, began as a water boy. Others started as telegrapher, station agent,

rod man on surveying corps or clerk. Most of them have known the pinch of hard times and the business of railroading has taught them thrift. It has taught them also careful and conscientious performance of their work.

A railroad executive should be endowed with all the wisdom of a Solomon and the vision of a prophet for whereas each community along a railroad considers that its interest is paramount and that its desires must be complied with regardless of everything else, the railroad executive must weigh the many demands made upon him for improvements, one against the other, and then decide in favor of that which will most benefit the entire section which his line serves. A railroad never has money enough to make all of the improvements it needs to make and there is constant demand for wise judgment and far-sighted vision in planning and making possible the development which will come in future years.

Some rail executives are better railroad men than others and quite naturally the ability of the management is reflected in the success of the railroad. Being thoroughly human the executives sometimes make mistakes. But they are honest mistakes and are seldom made a second time. Some executives perhaps are too conservative; some too progressive; some have not enough vision. But taking them by and large they are about as capable a lot of business men as you will find in any industry in the world. Whatever faults they may have they are better able to run your railroads than the cheap politicians and self-appointed champions of the people who are always proffering advice on how the railroads should be run.

Railroading is not a job for a man who is afraid of hard work. It is no job for a man who wants quick and easy success. It is no job, in short, for what we know today as cake-eaters, lounge-lizards or drugstore cow boys. The number of college men in the railroads is increasing and it is significant that college men have shown their ability to secure advancement more rapidly in railroading, as in other things, than the man without a college education. But the sum and substance of the whole thing is that the men who run the railroads are the same kind of folks as yourself, with the same virtues, failings and ambitions, who pay their bills and go to church in pretty much the same way that other people do.

Getting At Railroad Facts

It has been fashionable for some time to damn the railroads upon all occasions. No matter what unsatisfactory situation has arisen some enterprising individual has always been able to show how the railroads have caused or aggravated the trouble. The railroads of North Carolina feel that they are citizens of the State and they try to be good citizens. They are large taxpayers and as such, if for no other reason, are entitled to just treatment. They are, furthermore, essential to the prosperity and welfare of North Carolina and they want to work with the rest of the State for the State's upbuilding and development. They do not ask nor do they expect any favors. They are business institutions and must be operated at a profit or go out of business.

They look upon the University as the great fact-finding institution of the State. They would like to see constructive studies made here of problems

which affect the railroads with a view of developing real coöperation which will benefit the roads and the State alike. The Atlantic Coast Line, and I can speak only for that road, welcomes open minded, and unprejudiced discussion and research about the railroads because we believe it will help to bring about a more complete understanding on the part of the people of North Carolina of the problems which confront the roads and a deeper realization of the ways in which the railroads and their patrons depend upon each other. Such studies must, however, take account of all the facts. Misinterpretation of railroad statistics by persons in positions of authority is apt to cause widespread misinformation. As an example, the earnings per mile of line of the railroads in North Carolina have been quoted at various times as proof that the rates in this State should be lower than the rates in other Southern States. I do not know who was responsible for the first misinterpretaion of these figures. Needless to say it is totally incorrect. Like a stone thrown into a pool of water, however, the ripples have spread over a great area, getting further and further from the truth. The question of railroad statistics is one on which many volumes have been written and there is no time to discuss it here. Those of you who are interested will find two articles well worth reading by Mr. Slater, Assistant to the General Manager of the New York, New Haven and Hartford Railroad, one of the foremost authorities on railroad statistics in the country, who sets forth very clearly some of the common fallacies in the interpretation of railroad statistics.

And now a final word: In the report of the Superintendent and Chief Engineer of the Wilmington & Raleigh for 1850 there occurs this significant statement of policy regarding the relations between the railroad and the people it serves:

"The Company cannot reap the full measure of profit from its transportation business unless it satisfies the community which it serves, that it is dealing justly and honorably with its customers. Men may be compelled for a time to do business with a corporation that monopolizes all the benefits to be derived from its operation without giving any in return, but they will have as little to do with it as possible, and will seize the first opportunity that offers, to throw off all business connection with it, and seek other channels of communication. It has ever been, and will continue to be, my aim to furnish the community through which the Road lies, every facility for trade or travel in any direction, being fully impressed with the belief that free trade and the good will of the people along the line is indispensable to the largest success in railroad operations."

The policy thus outlined 75 years ago is the policy of the Atlantic Coast Line today and represents the firm convictions of the owners, the management and the employees of the Company.

March 23, 1925.

TAX PROBLEMS IN NORTH CAROLINA

C. G. Grady, Johnston County

The problem of taxation is not a new one. For centuries pepole have experienced the burdens of taxation. The volume of taxes increases as years pass. The problem of taxation during the past decades has not been solved. A perfect solution of tax problems at the present has not been put into practice. Tax problems of the future are likely to be upon us and upon our descendants. We have had tax problems in the past; we have tax problems now; and, it is probable that tax problems will continually remain with us. While it is not expected that all problems of taxation can ever be solved, many of them can be, while light can be shed on others.

Essentially, taxation is a result of the industrial era. In the early years of man's struggle for domination, the leader or chief was supported by the proceeds of plunder and oppression; collective responsibilities were in an embryonic state, and therefore created no fiscal problems. An entering wedge for the development of modern taxation was created by the ruler or lord in the shape of indirect taxes levied on certain occasions and for special services as regal authority underwent evolution, but voluntary contributions still occupied the most prominent place in the court accounts. It is only as democracy emerges and new institutions take root and are fostered by political stability and economic advancement that direct taxation is introduced. With the expansion of industry and commerce rapid growth has been evident. The multiplication and elaboration of forms and devices of direct taxation in the modern industrial state have brought with them new and complicated problems.

It is a well known fact that taxes do not necessarily remain where originally put by our legislators. They undergo processes labeled by various terms, all of which tend to make the first levy a thing quite different from the ultimate bearing of the tax. Our tax system, just as an automobile, from time to time needs an overhauling. As time changes so does our system of taxation. Therefore any solution of our tax problems is more or less temporary.

Many theories of taxation have been advanced and tried from time to time. Some of these theories at first sight seemed perfect. In practice many of them have failed—people have not been satisfied. They are not satisfied now; and, in all probability, they will not be contented in the future.

The theories of many of our early economists, even though they were not perfect, command interest because they form the basis upon which our modern system of taxation rests. Since the time when those theories were originally formulated an industrial and commercial economy has come to replace a purely agricultural economy and along with it there has been a complete change in the fiscal structure of our tax systems. In the eyes of the early economists, agriculture was the sole source of wealth. It was considered the only form of productive employment and it alone furnished a net surplus of revenue over expenditure. All other industries and all other occupations were considered sterile because they did not form new wealth, but were engaged merely in altering or changing the existing forms of wealth.

The advocates of this theory conceived that labor added to the value of a product its equivalent of the energy expended, but this was considered as translatable into terms of food, or agricultural produce. Since agriculture was the only industry yielding a surplus or net product and since this net product was the basis of all capital accumulations of the future, these advocates argued that all taxes must in the last analysis come from agriculture. Finally, all taxes were held to rest on agriculture exclusively. If the government levied indirect taxes it was contended that the burden would ultimately fall on land in the same manner as direct taxes would.

Therefore, one writer concluded that "taxes should thus be imposed directly on the net produce of land for in whatever manner the tax is imposed in a kingdom that derives its wealth from its land, it is always paid by land. Hence, the form of taxation which may be considered the simplest, the best regulated, most productive to the state, and the least burdensome to the tax subjects is that which is levied proportionately to net produce and directly on the source of ever new born wealth." To a certain extent this is true today, especially in states that are largely agricultural. However, as has been implied before, times have changed. And with the changes of time have come new methods and systems of taxation.

In North Carolina

What about our present system of taxation in North Carolina? Are we confronted with tax problems? Is our tax system perfect? Is it just? Is the tax burden equally distributed? Answers to the above and similar questions are obvious. In North Carolina we are confronted with tax problems. In many instances our taxes are not just and are unequally distributed. In many instances people are not treated right. Do we need tax reform? In many cases we do. Are our people awakening to present conditions? Yes, they are. With our present state deficit, and increased cost of government, it is evident that immediate steps should be taken to improve our condition. Since our expenditures are in excess of our receipts it will be necessary either to reduce expenditures or increase taxes. To reduce expenditures may seem, at first thought, an easy matter. But when it is tried the task appears more difficult. To increase our taxes may be a simple and easy matter. But the people say that taxes are now almost unbearable, that if they are increased it will mean the destruction of business enterprises, farming, and the progress of our State. Or in other words, the point has been reached when the volume of taxes threatens the business life of the State. If this is true, which seems most probable, a conservative policy is that most to be desired. It is the only logical one to follow at the present. To reduce expenditures appears to be the proper thing to do. This task will not be easy to accomplish; yet it is possible. And if it is possible to reduce the expenses of the State without retarding the progress which it is now making it will be the logical and sensible thing to do. One of North Carolina's greatest tax reform advocators says that the State is wasting annually nearly one million dollars. If this is true it seems possible that State expenditures can be reduced without affecting the progress that we

are now making. Fortunately, the policy of reducing expenditures seems to be the one that our present chief executive wishes to follow. So at last we have hopes of relief. Governor McLean in his inaugural address said, "Our county and municipal debt is not above the average of that in the various states of the union. It is only in our State debt that we rank near the top—only two states, New York and Massachusetts, have a larger debt than ours. The bulk of the State debt has been incurred in the building of the State highway system, which is usually termed self-supporting, because sufficient revenue is produced from the operation of motor vehicles to maintain the system, pay the interest on the debt, and provide a sinking fund for its retirement at maturity.

"While this is true, it is obvious to every intelligent person that North Carolina has, within the last few years, increased her bonded debt at an unprecedented rate.

"Approximately $90,000,000 of indebtedness has been incurred by the State for permanent improvement within the last three and one-half years. The bonds representing these expenditures have been put on the market with a degree of rapidity which is unparalleled in the history of State financing. This is a prime factor which should not be overlooked when we come to determine upon a fiscal policy for the immediate future.

"Naturally any program of expenditures for government should be predicated upon the theory that the industrial resources of the State justify such expenditure. It is an economic principle as old as taxation itself that taxes must be levied according to the economic ability of the citizen to pay. If taxes are too heavy the efficiency of government is destroyed. Public service becomes first a handicap and then an intolerable burden. Confidence is weakened and coöperation made impossible."

In speaking of economy he says, "So it seems to me we have come to the threshold of a new period in which we should spend less money and give closer attention to economy in government administration."

In referring to the tax burden of the State he says, "The tax burden in North Carolina has increased rapidly, which, of course, was inevitable with the State, the counties, and all other subdivisions engaged in a program of expansion and development.

"The present system whereby land and personal property are taxed by the local authorities for local purposes only, and the State's revenue derived from taxes on incomes, inheritances, licenses and franchises, is the declared fiscal policy of our State, and has been generally approved by our people."

The Governor also states that in many counties and municipalities of the State the taxes on both land and personal property are too high.

The cause of this is lack of uniformity in the valuation of land for taxation. The average wealth in North Carolina is below the average for the states of the union. The tax on real estate, especially farm lands, often is too great. This is caused by local taxation since property, both real and personal, is taxed for local purposes only. A survey of the present system of local taxation should be made. The defects, as far as possible, should be eliminated by legislation by the General Assembly.

What Are Taxes?

What are taxes? We hear a great deal about taxes and experience the task of paying them, and yet, most people can not give a definition of taxes. One man says:

"Taxes are enforced proportional contributions of wealth, levied and collected in the general interest of a community, from individuals and corporations by virtue of the sovereignty of the nation or state for the support of governments and for the defrayal of all expenses growing out of the public needs."

Adam Smith, father of Political Economy, said:

"The subjects of every state ought to contribute towards the support of the government, as nearly as possible, in proportion to their respective abilities; that is, in proportion to the revenue which they respectively enjoy under the protection of the state."

The tax which each individual is bound to pay ought to be certain and not arbitrary. Every tax ought to be levied at the time or in the manner in which it is most likely to be convenient for the contributor to pay. An indirect tax is advocated by some because the consumer pays them as he buys the goods and it is his own fault if he ever suffers any considerable inconvenience from such taxes.

It is easy to say what taxes are and what they ought to be but the application of them is more difficult. Theories seem to be perfect, but when they are put in practice they very often fail. The weak places are easily discovered and pointed out. In most cases high taxes indicate prosperity, but a great increase in taxation in any state is in itself no guarantee of economic improvement.

There are many things that we want to know in relation to our taxes. We want to know what the important factors of public expenditure and fiscal policy are which effect the demand for greater revenue. We also want to know how the tax burden is distributed. And again, what is the relative contribution of and burden upon the major economic groups? Is this burden shifted, and how? And finally, how much of the taxable capacity of the State by virtue of legal exemptions bears no burden at all, or less than its share?

In primitive society taxation was non-existent. Practically the only need which had to be collectively met was that of common defence. Therefore each member of a group contributed his services directly in meeting this demand. The aid of the State was not expected because it did not exist. It was only when states emerged that collective action and expenditures for other purposes made their appearance and an embryonic form of taxation arose. At first the functions of the state government were for the most part repressive in character; the duty of the authority was to inflict punishment on the miscreant or wrong doer who acted in a manner considered to be against the interests of the majority. So from mere police measures against the consequences of the violation of society's rule of behavior, there developed the preventive functions of government, aiming to eliminate conditions which were conducive to crime. As a result it has been found far less expensive to prevent the recurrence of violations than to wait for the law breaker to act and

then to punish him. Consequently, there arose the demand on the part of the progressive citizenry that the functions of government should go beyond the punishment and prevention of crime and include measures designed to alter conditions of life so as to increase happiness.

As a result we hear the clamor for better roads, port and terminal improvement, better sanitation and health measures, better schools, greater colleges, proper care for the aged, the sick and the infirm, and greater money-making facilities. With these duties and expansion in governmental functions taxation has necessarily kept pace.

Income Taxes

With this in mind we can better proceed upon our discussion of North Carolina's tax problems. What about our present tax system? Do the people of the State understand it or do they continue to pay high taxes without knowing for what and why their money is being paid to the sheriffs and other officers of the State and county?

The greatest source of state revenue is the income tax. The income tax is fairest of all taxes, considered from the standpoint of ability to pay. If no money is made, no taxes have to be paid; if little money is made, little taxes will be paid; if big money is made corresponding taxes will be collected. If property alone is taxed, the man or woman with a large income who spends it without acquiring property escapes taxation. A man can sell his taxable property, invest his money in tax exempt securities and avoid paying a tremendous amount of taxes. People are finding this out and the disposition to convert taxables into non-taxable securities is growing by leaps and bounds. There are many adherents to the belief that all bonds including state, county, and town bonds should be taxed.

Here it might be well to give a brief history of the taxation of incomes in North Carolina. Our first income tax was introduced in 1849 when a three percent tax was paid upon profits from financial dealings, and a three-dollar tax upon salaries and fees. The law underwent frequent changes. Probably the most important change was an extension during the Civil War period when rates were increased and progressive scales introduced. The rate was greatly changed in 1870. Many changes have been made in succeeding years. Another trial of progressive rates was made from 1893 to 1901, but the proportional plan of taxation was reintroduced in 1901. This was succeeded in 1919 by a graduated income tax.

According to the present law in the early years of its enforcement, a tax of one percent was imposed upon the excess over $1,000 of gross incomes from all property not otherwise taxed, salaries and fees, annuities, and trades and professions. The amount yielded by the tax in this form was very small. However, the receipts had improved over those of earlier years. From 1890 to 1900 the revenue from the income tax rose from about $2,000 to about $4,500 a year. The next ten years showed a more noticeable increase. The receipts increased from $20,000 to $40,000 a year. From 1912 to 1918 the revenue receipts from income taxes increased from $36,497 to $109,285.

Notwithstanding the fact that the receipts were steadily expanding during these years, the one-percent rate on personal incomes, from specified sources, came to be considered inadequate. The State Tax Commission and Corporation Commission in 1918 strongly advocated a constitutional amendment permitting the extension of the law to include income from all sources. The program carried through by the General Assembly of 1919, was, however, merely a revision of the rates, by which they were increased and made progressive. According to the law of 1919, $1,000 of the individual's income, $1,500 for husband and wife together, and an equal amount to widowed persons with minor children, were exempted.

The rates of taxation were as follows:

Excess above exemption up to $2,500	one percent
Excess above $2,500 up to $5,000	one and one-half percent
Excess above $5,000 up to $10,000	two percent
Excess above $10,000	two and one-half percent

The changes made in the law in 1919 were not nearly so great as those advocated by the tax officials of the State.

Except for the introduction of the progressive scale given above, the new law included no provisions calculated to put the State into line with those states which tax incomes from all sources and secure the enforcement of the law through specially appointed income-tax officials controlled through a central administrative bureau. The result of adhering to the principle of refusing to tax incomes from property already taxed was a great injustice to certain classes and occupations. For example, members of the professions were heavily taxed while richer men were almost untouched by the general property tax. It also became apparent that in the period of war expansion "prosperity went untaxed."

Because of opposition to this, an amendment to the constitution was repeatedly and almost continuously urged by the people of our State, and in 1920 in an extra session of the Legislature the amendment was taken under consideration. Then the first thing necessary was to remove the constitutional requirement that no income should be taxed when the property from which it is derived is taxed. This was done. A provision authorizing a maximum rate of six percent and specified exemption of $1,000 and $4,000 was favorably acted upon. The amendment was adopted in the election of November, 1920, and preparation was immediately made for the introduction of a new and carefully framed measure in the Legislature of 1921. The first year this tax yielded $2,233,781.07.

An amendment to this law was made during the last meeting of our Legislature. The rate of tax was increased a great deal over that of the previous amendment.

Before the last amendment the rate was one percent on the excess over the amount legally exempted up to $2,500 and increased proportionately up to three percent on amounts above $10,000.

Article 11, Section 200, of the Revenue and Machinery Act of 1925 reads as follows:

"A tax is hereby imposed upon every resident of the State, which tax shall be levied, collected and paid annually with respect to the net income of the taxpayer as herein defined, and upon income earned within this State of every non-resident having a business or agency in this State, computed at the following rates, after deducting the exemptions provided in this act:

"On the excess over the amount legally exempted up to twenty-five hundred dollars, one and one-quarter percent.

"On the excess above twenty-five hundred dollars and up to five thousand dollars, two percent.

"On the excess above five thousand dollars and up to seven thousand five hundred dollars, two and three-quarters percent.

"On the excess above seven thousand five hundred dollars and up to ten thousand dollars, three and one-half percent.

"On the excess above ten thousand dollars and up to fifteen thousand dollars, four and one-half percent.

"On the excess over fifteen thousand dollars, five percent."

From this source over fifty percent of the income of the State must come. So it is evident that this is one of our tax problems in North Carolina.

Taxation of Stocks

A great deal is being said concerning the taxation of stocks in North Carolina. As on other questions, there are varying opinions as to our present system of taxing stocks. The Virginia constitution provides that when citizens of that State invest their money in corporation property, and all of the property is taxed, the certificates of stock shall not be taxed. This is the law and practice in about all of the States in the Union. It is done to prevent double taxation of the same money and to encourage the growth of all kinds of manufactures. We require all real, personal, and tangible property to be listed and valued by local assessors and an *ad valorem* tax levied thereon. It is then the duty of the State Board of Assessments to fix the value of the corporation excess, if any, and on this an additional tax is paid.

One great tax student of North Carolina states that there are over $116,000,000 worth of shares of stock in foreign corporations held in this State which are exempt from taxation. This, of course, refers to foreign corporations like Standard Oil, Sinclair Oil, and U. S. Steel Corporations. Also it has been repeatedly shown that many large concerns operating in this State are not on the tax books at any reasonable percent of the true worth of the corporation. The physical properties of private corporations are assessed locally, while the corporation excess is assessed by state authorities.

Inheritance Taxes

Our inheritance tax will probably bring into the State treasury more money this year than ever before. This tax is a great source of income for State purposes. The Legislature of 1925 increased the rates on all classes, but especially on the second and third classes where large inheritances are involved. Liberal exemptions are given to widows and children. This tax is divided into three classes. The tax, prior to 1925, was one percent on the first

$25,000 above exemptions. The rate gradually increased until it reached five percent on the excess over a half million dollars. The second and third class rates were higher. The maximum rate, however, was only nine percent. Rates of the first class are now one percent for the first $25,000 above exemptions to six percent for excess over $1,000,000. This is an increase of one percent over the previous rate. The rate of the second class begins at three percent for $10,000,000. This is an increase of one percent over the previous rate. The rate of the second class begins at three percent for $10,000 or less and runs to twelve percent on excess over $500,000. This is an increase of five percent over the law of 1924. A still greater increase is found in that of the third class. The rate begins at seven percent for $10,000 or less and increases to sixteen percent for an excess over $500,000. This is an increase of seven percent over the previous rate. The outcome of this increase is yet to be seen. The inheritance tax also can be classed with our North Carolina tax problems.

Local Taxation

Undoubtedly, the greatest source of complaint comes from county and local taxation rather than State taxation. The State does not levy one cent in direct property tax. The people do not know, apparently, that the taxes about which they complain are voted on themselves by themselves, for better local government, schools, roads and other governmental concerns. They believe, or at least they try to believe, that the State is responsible for all of their taxes. The proceeds of our income tax, the inheritance tax, and other levies of that general character provide for the expenses of the State and the interest on the bonded debt. In regard to rates of county taxes Article III, Section 41, of the Revenue and Machinery Act of 1925 states:

"The board of county commissioners of the several counties of the State may, at any regular or called meeting, after the valuation of real and personal property has been completed as provided in this act, in the months of July, August, or September, levy such rate of tax for general county purposes as may be necessary to meet the general expenses of the county, not exceeding the legal limitation, and such rates for other purposes as may be authorized by law."

It is obvious that in many counties tax rates are too high. They are becoming a burden to the taxpayers. In many of the school districts the tax is not uniform. Consolidation of schools, which is a great step forward in the education of our children, has created variations of taxes in many of the school districts in the various counties of the State. People living in cities and towns have to pay more taxes than those of rural districts. Local taxes are required of them in addition to county and State taxes. This is only natural because of the greater number of conveniences which they enjoy. It is evident, however, that immediate steps should be taken in regard to county and local taxation.

Most people want to attribute high taxes to the Revaluation Act of 1919. It is true that the value of property was raised and taxes also were increased. The author of this act, Mr. Earl Humphrey of Wayne, says that the bill was never enacted into law as originally drafted and introduced. He also

states that there were several changes made in the bill which were never contemplated by him. His sole purpose, he says, was the equalization of values and the setting up of a correspondingly low tax rate. Some of the results of the Revaluation Act are as follows: Taxable property was raised from $1,009,120,389 to $3,158,480,072 or nearly trebled. One million acres of untaxed lands were discovered and placed on the tax books. The amount of intangible property classified as solvent credits was increased nearly two and one-half times. The assessed value of railroads was nearly doubled. The real estate assessment made in 1915 was increased nearly four times. Personal property was almost doubled. Values of cotton mills were increased nearly three and one-half times. Over twenty thousand taxable polls were discovered and placed on the tax books. The cost of this act to the State was about $130,000. This law went into operation at an unfortunate time. The assessments were made at the period when there was inflation in values.

In view of our State deficit the Legislature was forced to seek new sources of revenue. Beside the increases in the rates on incomes and inheritances already referred to, a tax was placed on gasoline service stations of from five to twenty dollars. A tax of six percent on gross incomes of busses operating within the State is now required. A tax of two dollars per chair is required of barber shop owners. And a tax of from two hundred and fifty to five hundred dollars is demanded of construction companies.

Tax Collecting

Tax collections are also a problem in North Carolina. Of course we know that it costs money to get money, and as more money is being collected it naturally follows that more is being spent in collecting it. Taxes are absolutely necessary, and it is only just that every citizen who owns taxable property or who has a taxable net income should bear his share of the burden; and if he doesn't come up and pay when the call is made he should be compelled to comply. But as a general proposition persons charged with the collection of taxes are tender-footed about the collections or resorting to compulsion. They worry along, beseech, warn and threaten, and the hard-boiled, who pay only under compulsion, go on about their business. In this manner sums of uncollected taxes go over year after year and considerable revenues that could be collected by prompt application of the remedy are lost each year. Of course, the great majority pay without compulsion. But many want to put it off as long as possible. Giving unreasonable time to shirkers does not help the matter. In most cases the taxpayer could pay as well in the fall as in the spring, in the spring as well as in mid-summer, and this year better than next. The longer the delay the harder it is to pay the arrears, for other taxes are coming on and the amount is piling up. After awhile the delinquent feels that he should be forgiven and if the collection is forced he takes it more unkindly than he would if made to pay at the outset. Therefore the business of delayed tax collections is wrong. It is unfair and grossly unjust to those who pay. The burden is increased by the shirkers, whose delay often compels the borrowing of money and the payment of interest. A man knows when he is lia-

ble to taxes. If he has no taxable property he should not be allowed to encumber the list. If he does owe taxes it is his duty, as a citizen, to pay them. And in order to be a good citizen he must pay them promptly.

Our present tax problems will very likely remain unless all classes realize that they must give in on certain points. It is evident that we need "no taxes on necessaries, moderate taxes on savings, and heavy taxes on waste." It is very probable that our present tax system will remain, but below are some questions to be asked concerning an adequate system.

First, is the tax general or exclusive? It is known that the less general a tax the greater are the opportunities for investment in taxless fields and the greater the likelihood that the tax will be shifted. Since there are avenues of investment open to investors where they may derive returns free of taxation, it is more than likely that they will shift the burden of the tax.

A second question would be: Is there complete freedom of movement of capital? If a man is subject to taxes in one industry or field of activity or investment and if there are others not harassed by taxation, the tendency would be for him to transfer his capital from one to the other. The individual is prompted by economic motives and aims to secure the greatest return with the smallest expenditures. However, a man's capital may not be so fortunately placed. It may not possess such a degree of mobility as to enable him to migrate from one industry to another with ease or without loss.

A third question is: Does the law of monopoly or the law of competition prevail? This is a rather important question. If the tax is relatively small, the chances are that it would be profitable for the monopoly to bear the entire burden of the tax. On the other hand, where competition prevails, the tendency will be for the tax to be shifted to the buyer. According to fundamental laws of economics, the price of any given product is governed by the cost of production to the marginal producer who is just about able to make both ends meet.

A fourth question would arise: Can the tax be capitalized? Or in other words, would a tax upon a commodity or service be capitalized and reflected in the capital value of the commodity? Capitalization, however, can not apply to a tax on income or a tax on wages, etc., because there is no capital value involved which can be capitalized.

Still another question would be: Does the tax increase with the elasticity of demand? It is evident that the greater the desire on the part of consumers for any given article, the greater will be the amount of tax which the seller will shift to the consumer, or vice versa. This would apply to such articles of consumption as are termed luxuries. Individuals whose economic station in life permits these indulgences are not likely to be deterred from consumption of such articles by enhancement of price due to the imposition of a modest tax.

A final question would be: Is the article produced at a constant, increasing or diminishing cost? A law applicable, not only to farmers but to all branches of industry is that of increasing cost. Also the laws of constant and diminishing costs must be reckoned with. Suppose that a competitive industry obeys the law of constant cost. In this case, with inelastic demand, the tend-

ency would be for the producer to shift whatever tax was imposed upon his product to the consumer. If, however, the industry is subject to the law of diminishing costs, should the producer desire to increase the price by virtue of the tax, consumption would decline, which would mean higher costs per unit to the producer.

However, as was said in the beginning, it is easy to say what a tax is and what it ought to be, but the application of a perfect tax has not yet been reached. And with our present tax problems it is likely to be a long time before we experience a perfect tax system in North Carolina. Yet the imperfect can be made more perfect, and a main interest of all thinking citizens of the state should be the tax problems confronting us and ways and means by which these problems can be solved, or partially so.

The writer suggests the formation of local tax study clubs over the state for the purpose of studying tax problems and working out remedies for tax ills. A few dozen local tax-study clubs would make history in this State.

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DOES NORTH CAROLINA READ?

Orlando Stone, Chatham County

Within the last few decades the attention of statesmen has become more and more centered upon social and cultural problems. During the past century science and invention have almost conquered space and distance. Life has become complex and specialized, and in a sense, standardized. The capacity of the individual to cope with the complexity of society varies inversely with specialization. That is, as industries, wealth, and the processes of life increase, the average individual has less and less control over his surroundings, and he is compressed, in a relative sense, more and more into a less desirable place. In this era of industrial development one wonders if the cultural is keeping pace with the material. As intellectual tension of the Middle Ages was upon matters of religion, and of the past century upon industrial development, so in the present era it is centered upon the development of means and methods that will prevent further standardization of the human product, afford equality of opportunity to attain life's values, and make democracy effective in the "unequal" places.

What are the factors that tend to enable mankind to achieve such goals and insure an equilibrium in the social fabric? Civilization as a process must have a medium in which to go on. Since the invention of printing, reading has been its most prominent conductor.

Lack of communication as a result of the lack of reading is one of the outstanding causes of the origin, or at least of the duration, of the Dark Age. In that age the collective experience of the race in the past could not be added to the personal experience of the individual. The individual is not only a member of his family or group, but also of a larger unit which runs back to primitive man, and, if the line of connection is cut or clogged, we have a low ebb in civilization.

Reading by presenting to people the past and the present, and by revealing to the public what others are doing and what they have done, throws light upon present problems and future difficulties. It has, on the one hand, the potential power to develop breadth of citizenship and fullness of life. It renders the individual's vocation more profitable and illuminating, his leisure time more enjoyable, his understanding of public questions more adequate, his conception of life more versatile—in fact, in every way it renders him more capable of adapting himself to an ever-changing social environment and more susceptible to the needs of a multifold society. On the other hand, by fostering an adequate understanding, it renders the social structure able to cope with social complexes and to meet adequately the demands of a diversified life, and to prepare the individual to live—not merely to exist. Only in this way is society able to present to the individual an opportunity for an harmonious development equal to his natural ability and to insure a democracy co-extensive with his multiplicity of life.

Since reading is of such influence and since it is a means of coping with the growing problems of everyday life, it is important for the people of each locality to know, as definitely as possible, the extent of reading that is being done in their community, what facilities exist in their midst for reading, and what drawbacks, if any, there are to a wholesome condition for reading in their society. This paper endeavors to throw some light upon the reading habits, viewed quantitatively, of the people of North Carolina.

Table I shows the rank of the states in reading forty-seven national magazines. The circulation of the following magazines were included in the calculation:

American Boy, American Legion, American Magazine, American Review of Reviews, Atlantic Monthly, Boy's Monthly, Blue Book, Century, Child Life, Christian Herald, Collier's Weekly, Cosmopolitan, Current Opinion, Delineator, Designer and Woman's Magazine, Everybody's, Field and Stream, Forest and Stream, Good Housekeeping, Harper's Magazine, Hearst's, House Beautiful, Judge, Ladies' Home Journal, Life, Literary Digest, McCall's Magazine, Metropolitan, Modern Priscilla, Motion Picture, Munsey's, Outlook, People's Home Journal, People's Popular Monthly, Pictorial Review, Photoplay, Physical Culture, Popular Science, Red Book, Saturday Evening Post, Scientific American, Scribner's Magazine, St. Nicholas, System, Vogue, Woman's Home Companion, and World's Work.

The number of inhabitants per magazine for each state was obtained by dividing the population of each state, based upon the 1920 census, by the combined 1924 circulation of the forty-seven magazines in each state, covering the year 1924. The circulation figures, with one exception, that of the *Literary Digest,* are taken from the Audit Bureau of Circulation Publishers' Statements.

Table I

RANK OF STATES IN THE CIRCULATION OF FORTY-SEVEN MAGAZINES: 1924

Rank	*State*	*Circulation*	*Inhabitants per Magazine*
1	California	1,860,969	1.84
	District of Columbia	229,115	1.90
2	Oregon	359,900	2.17
3	Washington	562,941	2.40
4	Wyoming	80,032	2.42
5	Nevada	27,695	2.79
6	Colorado	321,314	2.92
7	New Hampshire	149,460	2.96
8	Massachusetts	1,274,152	3.02
9	Michigan	1,194,303	3.071
10	Connecticut	449,167	3.076
11	Ohio	1,862,595	3.09
12	Vermont	111,951	3.14

Rank	*State*	*Circulation*	*Inhabitants per Magazine*
13	Maine	231,466	3.31
14	Iowa	722,596	3.32
15	Montana	162,667	3.37
16	Florida	282,206	3.43
17	Nebraska	375,363	3.45
18	New York	2,954,311	3.51
19	New Jersey	891,437	3.54
20	Minnesota	662,458	3.60
21	Illinois	1,792,780	3.61
22	Idaho	118,264	3.65
23	Indiana	791,851	3.701
24	Rhode Island	162,996	3.708
25	Pennsylvania	2,522,442	3.87
26	South Dakota	161,357	3.94
27	Arizona	84,406	3.95
28	Kansas	440,874	4.01
29	Wisconsin	652,227	4.036
30	Utah	111,292	4.038
31	Delaware	53,503	4.16
32	Missouri	810,158	4.20
33	Maryland	311,470	4.65
34	North Dakota	134,495	4.80
35	West Virginia	288,111	5.08
36	Oklahoma	363,455	5.58
37	Texas	800,906	5.82
38	New Mexico	58,239	6.18
39	Virginia	353,781	6.52
40	Kentucky	314,333	7.68
41	Tennessee	296,256	7.89
42	Louisiana	226,272	7.94
43	North Carolina	291,675	8.77
44	Arkansas	193,109	9.07
45	Georgia	281,436	10.28
46	Alabama	218,109	10.76
47	South Carolina	155,688	10.81
48	Mississippi	143,314	12.49

Doubtless Table I is a fairly accurate cross-section of the reading interests and habits of each state. Forty-seven prominent magazines, having a combined circulation of 26,628,797, or one magazine for every 3.97 persons in the United States, were considered. This table includes twenty-one general monthly magazines, eight national weeklies, eleven women's magazines, and seven trade or technical publications. Perhaps only farm papers and the more "popular" types of fiction were omitted. All of these magazines have a

national circulation, and, although most of them are published in the North, relative to population they have a greater circulation in the West than they have in their home states.

In the selection of the forty-seven magazines two things were held in mind: (1) to select magazines that have a national circulation and are representative of all sections—magazines whose circulations are not confined to the locality of publication; (2) to select magazines that portray various types of reading interests. The magazines considered represent many phases of our reading interests, literary, technical, class, fictional, feminine, humorous, and what not. The literary is represented by *Scribner's Magazine,* the *Atlantic Monthly, Harper's Magazine,* and their associates; the technical, by *System;* class, by *Popular Science, Field and Stream,* and others; the fictional by *Cosmopolitan, American Magazine, Saturday Evening Post,* and many others; the feminine, by *McCall's Magazine, Good Housekeeping, Woman's Home Companion,* and the like; the humorous, by *Life* and *Judge.* The list does not exhaust the number of those that portray particular types of reading interests, but those selected may be said to be typical.

Unless the circulation by states of all magazines were available, it is only possible to work out the rank of states in reading magazines by considering those that have a national circulation. For this reason many farm papers, technical publications, labor organs, and manufacturers' periodicals, were omitted.

In the case of the magazines the purpose was not to attempt to show the sum-total of all reading done but to show the variation in the reading tendency in different states and geographical areas.

Table I reveals a wide variation in the reading tendencies of different states. The people of California seem to be reading more than those of any other state; in fact, reading nearly seven times as much as those of Mississippi and exactly four times as much as the South as a whole. Excluding the District of Columbia, Oregon and Washington rank next. Following these come three other Western states, Wyoming, Nevada, and Colorado, and next to these are some of the New England States.

North Carolina ranks forty-third, with one magazine for every 8.77 persons in the state. Only Arkansas, Georgia, Alabama, South Carolina, and Mississippi rank below her.

The ten states where there is greatest circulation of magazines relative to population and the number of inhabitants per paper are the following states:

California, 1.84; Oregon, 2.17; Washington, 2.40; Wyoming, 2.42; Nevada, 2.79; Colorado, 2.92; New Hampshire, 2.96; Massachusetts, 3.02; Michigan, 3.071, and Connecticut, 3.076.

The ten states that have the lowest ratio of magazine circulation to population are the following states:

Mississippi, 12.49; South Carolina, 10.81; Alabama, 10.76; Georgia, 10.28; Arkansas, 9.07; North Carolina, 8.77; Louisiana, 7.94; Tennessee, 7.89; Kentucky, 7.68, and Virginia, 6.52.

All ten of the states at the bottom of the list are Southern states.

The facts brought out in the table give rise to some interesting questions. Florida ranks far ahead of the other Southern states—to what extent does the tourist element in her population explain it? North Dakota ranks last of the states outside of the South—is this due to the foreign elements of her population? Mississippi reads considerably less than the other Southern states—is this to be accounted for by her large negro population and does the preponderance of negroes influence white culture? Massachusetts ranks well up at the top—is the answer to this revealed in the large number of volumes in her public libraries? California occupies the first position—to what extent does her state-wide system of county libraries account for her fame?

What is the status of the various divisions of the country in reading the magazines? Table II shows how the various geographical areas rank as readers of the forty-seven magazines.

Table II

RANK OF THE VARIOUS SECTIONS IN THE UNION IN READING FORTY-SEVEN MAGAZINES: 1924

Rank	*Group*	*Circulation*	*Inhabitants per Magazine*
1	Far West California, Oregon, Washington	2,783,810	1.99
2	New England Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont	2,379,192	3.11
3	Mountain Arizona, Colorado, Idaho, Montana, New Mexico, Nevada, Utah, Wyoming	963,909	3.46
4	Middle West Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin	9,600,957	3.54
5	Middle Atlantic Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania	6,692,278	3.64
6	Southern Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia	4,208,651	7.36
	United States	26,628,799	3.97

The states on the Pacific, with one magazine for every 1.99 persons, easily outrank other sections, reading about 50 percent more than the New England states, and three and seven-tenths times as much as the Southern states, which occupy the cellar position.

The table brings out some interesting facts. Puritanic New England is the most conspicuous rival of the unconventional far West. The Rocky Mountain states—and mountains generally make contacts difficult—rank high in reading. Broadly speaking the agricultural Middle West and the industrial Middle Atlantic states occupy almost the same position, whereas the Middle West and the farming South refuse to be classed together—the former reading more than twice as much as the latter. The South reads less than half as much as all other sections of the United States combined.

Table III

RANK OF THE STATES IN READING DAILY NEWSPAPERS IN THE UNITED STATES, JANUARY 1, 1925

Rank	*State*	*No. of Evening Papers*	*No. of Morning Papers*	*Total*	*Circulation*	*Inhabitants per Paper*
	Dist. of Columbia	2	3	5	310,780	1.40
1	California	42	105	147	2,034,633	1.68
2	Massachusetts	11	62	73	2,174,291	1.77
3	New York	36	99	135	5,770,443	1.79
4	Missouri	9	58	67	1,666,614	2.05
5	Oregon	7	22	29	351,199	2.23
6	Ohio	18	116	134	2,371,159	2.42
7	Illinois	15	102	117	2,664,450	2.43
8	Washington	10	22	32	522,417	2.59
9	Maryland	5	10	15	530,196	2.73
10	Pennsylvania	34	125	159	3,126,860	2.78
11	Rhode Island	2	8	10	207,678	2.91
12	Michigan	6	51	57	1,205,494	3.04
13	Colorado	7	25	32	306,584	3.06
14	Indiana	22	97	119	925,582	3.16
15	Connecticut	7	27	34	417,293	3.30
16	Nebraska	7	18	25	385,894	3.35
17	Minnesota	5	31	36	681,299	3.45
18	Iowa	5	44	49	636,223	3.77
19	Utah	1	5	6	106,332	4.22
20	Wisconsin	2	46	48	588,254	4.47
21	New Jersey	7	29	36	670,346	4.70
22	Florida	13	22	35	200,922	4.82
23	Kansas	10	49	59	361,936	4.88
24	Maine	5	6	11	154,678	4.96
25	Delaware	1	2	3	44,644	4.99
26	Tennessee	5	15	20	462,729	5.05
27	Arizona	6	10	16	64,355	5.19
28	Texas	20	80	100	875,962	5.32
29	Nevada	3	4	7	14,021	5.52

Rank	*State*	*No. of Evening Papers*	*No. of Morning Papers*	*Total*	*Circulation*	*Inhabitants per Paper*
30	Oklahoma	10	38	48	364,402	5.56
31	Montana	10	8	18	92,789	5.91
32	Vermont	2	8	10	54,415	6.13
33	Kentucky	9	21	30	364,239	6.63
34	Louisiana	5	11	16	267,656	6.71
35	West Virginia	5	21	26	208,900	7.00
36	New Hampshire	1	9	10	60,259	7.35
37	South Dakota	4	12	16	86,345	7.37
38	Wyoming	1	5	6	25,780	7.54
39	Virginia	9	20	29	300,493	7.68
40	Idaho	6	7	13	53,872	8.01
41	Georgia	6	20	26	343,181	8.43
42	Alabama	3	21	24	257,220	9.12
43	North Carolina	13	29	42	262,740	9.74
44	North Dakota	2	8	10	54,254	11.92
45	Arkansas	6	28	34	142,515	12.29
46	South Carolina	6	12	18	135,286	12.44
47	New Mexico	1	6	7	25,184	14.30
48	Mississippi	3	10	13	63,684	28.11

Table III shows by states the circulation of the 2,014 English language daily newspapers, exclusive of Sunday newspapers, published in the United States on January 1, 1925. In deriving the rank of the states each state is given credit for the circulation of the newspapers published in the state. Of course, certain inaccuracies may come in, because of inter-state circulation, but this, to a large extent, is offset by the fact that inter-state circulation is practically reciprocal. Again, only the more prominent newspapers have an inter-state circulation of consequence, and that is small in proportion to intra-state circulation. Out of a daily circulation of 346,567 of the *New York Times,* 253,526 copies are confined to New York state. The *New York Evening World* out of a circulation of 292,794 copies daily has a city circulation of 245,702. Smaller newspapers have very little or no inter-state circulation.

To try to show the rank of states in newspaper reading by using a table based upon the circulation by states of one, or even of a select number of newspapers, would be futile, because no newspaper, strictly speaking, has a national circulation. The telegraph and the Associated Press have rendered impossible a newspaper with a great representative national circulation, like that enjoyed by the *Saturday Evening Post* and other magazines. The question of space and time comes in. A person in California can pick up a copy of a magazine published a week before in New York or Philadelphia and read it with as much interest as if it had just come off the press, but he has little immediate interest in the copy of a newspaper which has been shipped across the continent because it is a week old and the news is stale.

The method used in working out the table on newspaper circulation is, in one sense, exactly the opposite to that used in determining the rank of states in reading the forty-seven national magazines. In reference to the magazines the method used was exclusive and selective. Only the circulation of the magazines that have a representative national circulation were used. But in considering the circulation of newspapers the idea was to be inclusive, to include every daily newspaper published in English in the United States, from the large New York papers with more than 500,000 circulation to the little Nebraska daily with a circulation of less than 300 per issue.

The table showing the rank of states in reading newspapers is important for two reasons: (1) it gives the ratio of newspaper circulation to population; (2) it shows that there is a great variation in the extent of reading done in different states and corroborates the facts brought out in the table showing the rank of the states in reading the forty-seven magazines. There is a high correlation between the relative rank of the states in reading the forty-seven magazines and their rank in reading the 2,014 daily papers. This is an outstanding fact. It gives additional proof of the variation in the reading proclivity of states and sections.

The table shows that California ranks first with one copy of daily newspaper in circulation for every 1.68 inhabitants, and that Mississippi comes last with one copy for every 28.11 inhabitants, while the average for the United States is one copy for every 3.20 inhabitants. North Carolina has one copy for every 9.74 inhabitants, and among the states she occupies forty-third position. The fact that she holds the same rank, forty-third, in reading magazines and in reading newspapers is quite significant. In reference to the magazines, however, there was one copy for every 8.77 inhabitants while in the nation there was one copy for every 3.97 inhabitants; but in reading the newspapers, North Carolina has a circulation of one copy for every 9.74 inhabitants while in the United States there is one copy for every 3.20 inhabitants.

Table IV

RANK OF GROUPS OF STATES IN READING NEWSPAPERS: 1924

Rank	*Group*	*No. of Evening Papers*	*No. of Morning Papers*	*Total*	*Circulation*	*Inhabitants per Paper*
1	Far West	59	149	208	2,908,249	1.91
2	New England	28	120	148	3,071,614	2.40
3	Middle Atlantic	85	268	353	10,453,269	2.53
4	Middle West	105	630	735	11,627,259	2.92
5	Mountain	35	70	105	688,917	4.85
6	Southern	113	348	461	4,249,929	7.29
	United States	425	1,585	2,010	32,999,237	3.20

Table IV shows the rank of the geographic areas of the United States as readers of daily newspapers for the year 1924. The South reads only 26

percent as much as the Far West and only 44 percent as much as the average for the entire nation. North Carolina reads less than three-fourths as much as the average for the South.

While noticing that North Carolina ranks forty-third among the states in reading magazines and newspapers, one wonders what is her position in reference to public libraries. Table V ranks the states according to the number of inhabitants per volume in public libraries containing 5,000 volumes or more. Owing to the fact that statistics of smaller libraries in many states are not available, it was necessary in ranking the states to exclude libraries with fewer than 5,000 volumes. This does not seriously affect the rank of states. In North Carolina 71 percent of all volumes are in libraries with 5,000 or more volumes. And this state ranks last among the forty-eight states in the number of inhabitants per volume in these libraries. North Carolina would still rank last were every book in every public library, small and large, considered.

The figures as to the number of volumes are taken from the Educational Directory, Bureau of Education, Bulletin No. 1 for 1925, and supplemented by figures from Patterson's American Educational Directory.

Table V

RANK OF STATES IN BOUND VOLUMES IN PUBLIC LIBRARIES CONTAINING 5,000 OR MORE VOLUMES AND PERCENT OF PEOPLE HAVING ACCESS TO PUBLIC LIBRARIES

Rank	*State*	*Inhabs. per Vol.*	*Pct. of Pop. having access*	*Rank*	*State*	*Inhabs. per Vol.*	*Pct. of Pop. having access*
1	Massachusetts	.460	97.4	20	Wisconsin	1.53	62.8
2	New Hampshire	.464	96.1	21	Minnesota	1.58	46.7
3	Connecticut	.602	90.2	22	Ohio	1.63	69.9
4	Vermont	.607	82.6	23	Washington	1.67	58.0
5	California	.609	97.6	24	Maryland	1.68	66.0
6	Nevada	.65	20.8	25	Utah	1.89	55.3
7	Rhode Island	.68	78.7	26	Idaho	2.32	30.6
8	Maine	.74	71.3	27	Arizona	2.36	18.5
9	Delaware	.76	59.6	28	Missouri	2.37	44.1
10	Wyoming	.78	82.0	29	Nebraska	2.53	35.6
11	New Jersey	.95	80.6	30	Pennsylvania	2.73	58.8
12	Oregon	1.02	64.4	31	South Dakota	2.93	24.9
13	New York	1.26	84.0	32	Kansas	2.87	41.2
14	Indiana	1.35	66.4	33	Tennessee	3.30	22.0
15	Montana	1.421	48.9	34	Kentucky	3.78	26.5
16	Illinois	1.423	68.5	35	Oklahoma	5.09	25.6
17	Iowa	1.48	40.6	36	North Dakota	5.51	17.4
18	Colorado	1.50	46.8	37	Louisiana	5.65	28.2
19	Michigan	1.51	65.2	38	Alabama	5.73	21.8

Rank	*State*	*Inhabs. per Vol.*	*Pct. of Pop. having access*	*Rank*	*State*	*Inhabs. per Vol.*	*Pct. of Pop. having access*
39	West Virginia	5.82	16.4	44	Mississippi	7.33	10.5
40	Florida	5.99	35.7	45	Texas	7.43	28.3
41	Virginia	6.85	24.7	46	New Mexico	7.56	15.3
42	Arkansas	6.89	11.2	47	S. Carolina	8.65	13.7
43	Georgia	6.90	23.9	48	N. Carolina	11.17	21.7
					District of Col.	.0624	100.0

Table VI

RANK OF THE VARIOUS SECTIONS IN THE UNION IN PUBLIC LIBRARIES CONTAINING 5,000 OR MORE VOLUMES AND PERCENT OF PEOPLE HAVING ACCESS TO PUBLIC LIBRARIES

Rank	*Group*	*Inhabs. per Vol.*	*Pct. of Pop. having access*	*Rank*	*Group*	*Inhabs. per Vol.*	*Pct. of Pop. having access*
1	New England	.525	92.6	4	Mountain	1.67	41.4
2	Far West	.77	83.3	5	Middle West	1.69	62.9
3	Mid. Atlantic	1.53	73.6	6	Southern	6.54	20.7
					United States	1.47	54.2

Table V shows that Massachusetts leads the states of the Union in public library facilities. She has .460 inhabitant per volume in libraries with 5,000 or more volumes, or more than two volumes for every man, woman, and child in the state. New Hampshire with .464 inhabitant per volume, or 2.14 volumes per person, gives Massachusetts a very close race. Connecticut and Vermont follow, and then comes California, which has .6 inhabitant per volume, or 1.6 books for each inhabitant in the state. North Carolina ranks last of all the states, having 11.17 inhabitants per volume, or .077 volume per person. South Carolina ranks immediately above North Carolina, and apparently can return the frequently proffered gratitude on the part of North Carolina for her existence and feel thankful for North Carolina. North Carolina has in public libraries slightly more than one-half as many volumes per inhabitant as all the Southern states combined and less than one-sixth as many as the average for all the states of the Union.

An examination of the table showing the rank of the states in reading magazines and their position in number of volumes in public libraries reveals a very definite relationship. Relatively, the states that rank high in one rank high in the other and those that rank low in one rank low in the other. California stands first in reading magazines and fifth in number of volumes in public libraries; Massachusetts ranks eighth in one and first in the other; North Carolina ranks forty-third in one and last in the other; and Mississippi comes last in one and forty-fourth in the other. Of the sixteen states that foot the list in reading magazines, thirteen are Southern, and of the

sixteen states that stand at the bottom in public libraries, fourteen are Southern. Evidently there is a very definite relationship between the public library and the reading habits of the people.

The number of bound volumes is not the only measure of library development. The use of books, as shown by the yearly circulation, the location of libraries, as determined by the number of people having access to them, and other factors, are important. The accompanying column in Table V gives the percent of the people in each state who had access to public libraries in 1923. The term "access" means reasonable opportunity to obtain books from public libraries, such as residence in a city or town in which there is a public library, or in a county in which there are branch libraries or county-wide library systems.

The column showing the percent of population having access to public libraries was compiled from the American Library Directory for 1923 and refers to the number of people living in all places where public libraries serve a population of 1,000 people or more. In many places, such as California, library service goes beyond the limits of the town in which the library is located. In such cases all people who live in the area served are included. Almost all public libraries that contain as many as 300 volumes serve at least 1,000 people. So in reality, the column in the table which shows the percent of people having access to public libraries gives the percent that have access to all public libraries that have more than 300 volumes on their shelves.

A glance at the percentage column shows that California ranks first among the states in the percent of the total population having access to public libraries, followed closely by Massachusetts, New Hampshire, and Connecticut. Mississippi ranks last with only 10.5 percent of the people having access to public libraries. In the ratio of her population having access to public libraries, 21.7 percent, North Carolina stands fortieth among the states.

Table VI shows how the geographic areas of the United States rank in inhabitants per volume in public libraries. It also shows the percent of the total population having access to public libraries. Relative to population the New England states have more than twelve times as many volumes in public libraries as the South. The Far West has more than eight times as many books per inhabitant. The New England states average about 21 times as many volumes per inhabitant as are found in North Carolina. In other words, if our public library facilities were multiplied 21 times we would then be on a parity with the six New England states!

The South as a group ranked last in reading magazines and newspapers but there was not so great a difference in favor of other sections in the reading of newspapers and magazines as we find in volumes in public libraries, or in the percent of the population having access to public libraries. It cannot be said that North Carolina's low rank is due to the fact that libraries with less than 5,000 volumes are omitted. In North Carolina in 1924 there were

in tax-supported public libraries, including the State Library and subscription libraries, 309,873 volumes, or 8.26 inhabitants per volume. If every book in every public library, large and small, were included for North Carolina, and libraries with fewer than 5,000 volumes were excluded for all other states, but for South Carolina, North Carolina would still remain last of all the states, and doubtless South Carolina has some small libraries.

With reference to university, college, and professional school libraries, North Carolina's position among the states is slightly higher, thirty-seventh. But in this case our collection of books is small; there are 8.39 inhabitants for each volume.

Not only is there a wide variation in the reading avidity of people in different parts of the country, but there is a distinct difference within the state of North Carolina.

Table VII shows the rank of the counties in reading eight of the leading magazines of the country. The table is based upon the circulation of the following magazines:

American Magazine, Cosmopolitan, Ladies' Home Journal, McCall's Magazine, Literary Digest, Saturday Evening Post, Woman's Home Companion, Youth's Companion.

Buncombe County, urban, white, and having fewest illiterates relative to population of the 100 counties in North Carolina, averages one copy per issue for every six inhabitants. Graham County, rural and remote, comes last with one copy for every 87.78 inhabitants. The state averages one copy for every 15.94 inhabitants. Twenty-three counties rank above the state average, while seventy-seven fall below it.

To work out a table showing accurately the variation in the reading propensity in different sections of North Carolina is difficult for two reasons: (1) only a few publications have a state-wide analysis of circulation by counties available, (2) a number of well-known publications have only a regional, not a state-wide circulation, and therefore could not be used. The eight magazines considered in Table VII have a state-wide circulation, and rank among the leading magazines of the country. Three of them circulate over two million copies per issue, and all, with the exception of one, the *Youth's Companion,* have over a million copies per issue. Their combined national circulation is 13,007,607 copies per issue, or one copy for every 7.57 inhabitants in the nation. In North Carolina these magazines have a combined circulation of 168,432 copies per issue, or one copy for every 15.94 inhabitants in the state.

Table VII

RANK OF THE COUNTIES OF NORTH CAROLINA IN READING EIGHT PROMINENT NATIONAL MAGAZINES: 1924

Rank	*Counties*	*No. Inhabs. per Magazine*	*Rank*	*Counties*	*No. Inhabs. per Magazine*
1	Buncombe	6.00	41	Montgomery	20.57
2	Mecklenburg	6.22	42	Robeson	21.07
3	Guilford	6.34	43	Chowan	21.73
4	New Hanover	8.13	44	Hyde	22.01
5	Wake	8.56	45	Granville	22.17
6	Durham	9.21	46	Polk	22.20
7	Edgecombe	9.91	47	Lincoln	23.23
8	Moore	11.02	48	Davidson	23.84
9	Pasquotank	11.16	49	Harnett	24.40
10	Rowan	11.17	50	Washington	24.91
11	Cumberland	12.09	51	Davie	25.08
12	Richmond	12.54	52	Surry	25.11
13	Orange	12.76	53	McDowell	25.17
14	Gaston	12.96	54	Person	25.26
15	Catawba	13.01	55	Jackson	26.14
16	Forsyth	13.26	56	Warren	26.21
17	Henderson	13.28	57	Union	27.48
18	Vance	13.88	58	Anson	27.49
19	Lee	14.10	59	Macon	28.07
20	Iredell	14.20	60	Franklin	28.49
21	Craven	15.03	61	Cherokee	28.85
22	Cabarrus	15.30	62	Hoke	28.90
23	Scotland	15.48	63	Perquimans	29.38
24	Lenoir	16.21	64	Johnston	30.14
25	Beaufort	16.58	65	Northampton	30.70
26	Wilson	16.79	66	Camden	30.93
27	Alamance	16.92	67	Currituck	33.33
28	Carteret	17.16	68	Dare	33.64
29	Wayne	17.57	69	Martin	35.24
30	Rockingham	18.09	70	Pamlico	35.95
31	Burke	18.55	71	Pender	36.15
32	Stanly	18.56	72	Hertford	36.33
33	Caldwell	18.60	73	Mitchell	37.14
34	Transylvania	19.57	74	Columbus	37.16
35	Rutherford	20.16	75	Madison	37.39
36	Pitt	20.36	76	Bertie	38.692
37	Halifax	20.39	77	Swain	38.694
38	Haywood	20.40	78	Duplin	38.72
39	Cleveland	20.45	79	Watauga	41.08
40	Randolph	20.56	80	Onslow	41.18

Rank	*Counties*	*No. Inhabs. per Magazine*	*Rank*	*Counties*	*No. Inhabs. per Magazine*
81	Gates	41.27	91	Wilkes	50.44
82	Chatham	41.79	92	Sampson	52.14
83	Brunswick	42.95	93	Clay	52.26
84	Alexander	43.63	94	Nash	58.58
85	Tyrrell	44.89	95	Alleghany	58.75
86	Bladen	45.01	96	Caswell	60.23
87	Avery	47.46	97	Yadkin	61.76
88	Green	48.16	98	Jones	67.14
89	Yancey	49.79	99	Ashe	68.44
90	Stokes	49.94	100	Graham	87.78
				State average	15.94

These magazines represent different types of reading interests. Three of them, *Woman's Home Companion, Ladies' Home Journal,* and *McCall's Magazine,* are women's publications. *The Saturday Evening Post, Cosmopolitan,* and *American Magazine* are well-known publications of fiction. *The Literary Digest* gives news and current comment, and the *Youth's Companion* bears out its name.

There is a distinct variation in reading the eight magazines in the regional divisions of North Carolina. In the Piedmont section there is one copy circulated for every 13.83 inhabitants; in the mountain region, one copy for every 15.37 inhabitants; and in the coastal plain, one copy for every 30.74 inhabitants. In other words, the people in the Piedmont, relative to the eight magazines, are reading 12 percent more than those in the mountain counties, and 51 percent more than those of the coastal plain. Why does this difference exist?

The people in the Piedmont region are ahead—is it because of greater means of contact, because urban people read more extensively than those in rural districts? Why do the mountain counties, where nature has made contact difficult, rank above those of the coastal plain? Perhaps the high rank of Buncombe county is explained by the presence of the large number of tourists. Perhaps the racial element comes in. There is a larger percentage of the population colored in the eastern counties than in any other section of the state. In only two counties in the mountain region is there more than 12.5 percent of the population negro, while in the east many counties have more than 50 percent. But this in itself is not altogether explanatory. There are many more negroes per 1000 people in the Piedmont than in the mountain area. Yet the people in the Piedmont read the eight magazines considered eleven percent more extensively. The fertility of the soil in the coastal plain is unsurpassed, and one wonders if the matter of contacts, accessibility, efficiency of school systems, and the size and number of public and school libraries do not come in.

A very brief review of the library facilities in the public schools of North Carolina must suffice. What follows is a summary of facts obtained in a survey recently made of libraries in the public schools of four counties. Public

school libraries in North Carolina are progressing, but the goal is yet far ahead. The state library requirements for public high schools have caused books to accumulate in a few places, but the libraries in elementary schools are very meagre and deficient. This is a significant fact because seventy-five percent of our people never go beyond the seventh grade and the number of books that they have access to in these grades in proportion to the number of pupils is exceedingly small. Take one county for instance. In Chatham county in the school year 1923-24 there were in the one hundred and five school libraries in the county, thirty-six libraries which contained 3,608 volumes, or .79 volume for each child.

In many cases the volumes in the school libraries, especially those of elementary schools, were not psychologically suitable for the pupils in the schools. A book that interests a girl may not appeal to a boy and a book that thrills a child of one age may not have the same effect upon a child of another age. Furthermore, the collection of books in the libraries were not augmented year by year on a graduated scale, and this, coupled with the facts that many books are lost yearly and little or no instruction given in the use of those that are retained, causes a decline in the circulation of books and a drawback to the reading interests of children.

In Durham county, however, a very definite library service has been perfected. The Durham County Public Library during the school year 1923-24, sent 6,561 volumes to the different schools of the county and these volumes circulated 26,244 times among the school children and people of the county, a circulation about four times as great as the number of children served.

The consideration of reading habits in North Carolina would not be complete without a word or two in reference to reading matter in private homes. Tables VIII and IX give the extent of the printed matter in one hundred white homes in North Carolina. The facts were obtained in a house-to-house survey made in the fall of 1924 in Limestone Township, Duplin County. The information was secured by the questionnaire method—the data being secured by the person in charge of the survey. Also an effort was made to select a typical rural district and to secure data about reading matter in all homes in a contiguous area. In this way the families surveyed can be said to represent a cross section of rural North Carolina. Ninety-four of the families gave farming as their occupation; three were engaged in merchandise; the head of one family was a contractor; that of another a brick layer; and of another, a minister of the gospel.

Table VIII shows the surrent reading matter in these one hundred white homes.

Table VIII

PAPERS AND MAGAZINES TAKEN BY ONE HUNDRED WHITE FAMILIES

Type of Paper	*No. of Families taking Papers and Magazines*	*No. of Papers and Magazines Taken*	*Pct. of Families taking Papers and Magazines*
Dailies	17	21	17.0
Weeklies	37	41	37.0

Type of Paper	*No. of Families taking Papers and Magazines*	*No. of Papers and Magazines Taken*	*Pct. of Families taking Papers and Magazines*
Children's Papers	1	1	1.0
Farm Papers	39	47	39.0
Church Papers	14	15	14.0
Magazines	15	16	15.0
Others	5	9	5.0
Percent of families taking papers or magazines			54.0

Seventeen percent of the families take daily newspapers. Farm papers seem to be most popular with these families, followed by weekly news publications. Children were found in many homes, yet only one family took a children's paper. The fact of most significance, however, is that forty-six percent of these families take no paper or magazine of any description. If this township is typical of rural North Carolina, then there are nearly one hundred thousand white farm homes in the state, representing approximately a half a million white people, in which little or no reading of papers and magazines is done.

To get a complete picture of reading facilities and habits it is necessary to know, in addition to the facts about current reading matter, the facts about books in these one hundred white homes. Table IX is an analysis of facts gathered from actual count.

Table IX

BOOKS IN THESE ONE HUNDRED WHITE HOMES

Type	*No. of Families Possessing Books*	*No. of Books in the Homes*	*Percent of Families Having each type*
Religious: Bible	98	121	98.0
Religious: Others	17	37	17.0
Agriculture	0	0	0
Fiction	14	63	14.0
Children's Books, including School Text-books	47	341	47.0
Literature and History	8	13	8.0
Almanacs	84	103	84.0
Catalogues	82	109	82.0
Others	19	98	19.0
Percent of families having books other than the Bible, School Text-books, Almanacs, and Catalogues			21.0
Percent of families having books other than the Bible, Almanacs, and Catalogues			52.0

The fact that a larger number of families have Bibles than any other type of book is what would be expected, but the fact that out of the one hundred families, ninety-four of which are engaged in the occupation of farming, not a single book on agriculture was found is both interesting and significant.

The modern professional and commercial world is founded on knowledge about one's occupation. Farming is a business, a highly technical one, requiring broad knowledge on the part of those who succeed at it.

Seventy-nine percent of the white families possessed no books of a general reading nature. Not one of these families obtained books from public libraries. The greater part of the books are school text-books, a fact that emphasizes the importance of the school in the rural community. Almost all of the families have almanacs and catalogues, but these, strictly speaking, are not books. Two of the families have no books, ninety-eight families have, excluding almanacs and catalogues, six hundred and seventy-seven books, or 6.8 books for each family; and including almanacs and catalogues, these families have eight hundred and eighty-five books, or nine books per family. Seventy-nine percent of the families do not have any books other than school text-books, almanacs, catalogues and the Bible. Excepting the Bible, almanacs and catalogues, forty-eight percent of the families do not possess any book of any description.

Why is it that North Carolina ranks forty-third as a reading state? We would hesitate to give her such a rank in other things, for instance, in natural resources and production. Of course, no one can say that this or that factor is responsible for North Carolina's rank in reading, and the following remarks are made more to stimulate thought and reflective thinking than to give information.

Certainly North Carolina's low rank in reading is not due to climate. We have a varied and favorable climate. Neither is it due to topography. The greater part of the state is made up of the Piedmont and Coastal plains. Sociologists recognize that mountainous regions are less favorable to contact and that the inhabitants of such regions perhaps may be more backward. Only a small part of North Carolina is mountainous. However, we notice that West Virginia, a mountainous state, ranks ahead of North Carolina and that the mountainous states of the West rank high, reading more than twice as much per inhabitant as North Carolina.

Perhaps another factor contributing to the reading situation in North Carolina is tradition. In a survey of home libraries in certain parts of the state the writer has conversed with people who express the opinion that the "reading craze" of the present is a deviation from the paths of "our forefathers" and a disrespect for the Good Book. From these personal contacts one is justified in saying that in certain sections of the state there is an antipathy to reading.

Doubtless another cause underlying North Carolina's rank in reading is economic. There is unquestionably a correlation between wealth and reading. *City Markets and Curtis Circulations,* a statistical study of the circulation of Curtis publications in the seven largest cities of the United States, shows that the best residential sections read nearly twice as much as the middle-class Americans, and more than four times as much as unskilled labor. From a table on Estimated True Wealth recently carried in the University of North Carolina *News Letter,* we find that North Carolina ranked forty-second in 1922 in estimated true wealth per inhabitant. So perhaps the economic factor

is a contributing one. But yet we can hardly feel that the state which in 1923 ranked first in the Union in the production of tobacco, second in the manufacture of textiles, first in the manufacture of tobacco, second in the production of cotton, and fifth in all crops produced, should rank forty-third in reading.

Another thing that probably has had influence upon the present status is the fact that the Civil War retarded the development of an effective educational system in the South, in fact, the education of one generation was seriously impaired. Although the greatest growth in the circulation of daily newspapers in the last three decades has been in the industrial centres of the North and West yet those of North Carolina have had a respectable growth. Perhaps it is to a certain extent, a result of the progress in the South's educational system. Since the time Governor Charles B. Aycock inaugurated the present educational system in North Carolina the growth in the circulation of daily newspapers, as shown by the accompanying figures, has been appreciable.

Year	*No. of papers*	*Circulation*	*Inhabitants per paper*
1901	30	49,060	38.56
1910	31	103,915	21.23
1920	36	197,958	13.93
1924	41	252,459	10.64
1925	42	262,740	9.74

Other causes of the situation may lie in the lack of reading facilities in North Carolina, lack of public and society libraries, lack of institutional and school libraries, lack of care for books and lack of instruction in the use of them. Does reading follow facilities for reading as trade follows the flag? Can we expect people to read when only twenty-one percent of them have access to public libraries? Is this the key to the situation? If so, the control and improvement are in the hands of the people.

To what extent do reading and community efficiency go hand in hand? There is a very high correlation between the ranks of the states in reading and other so-called measures of intelligence and progress. As mentioned before, the states that have efficient school systems read extensively, and vice versa. Likewise the states that rank high in reading rank low in white illiteracy. Of the fifteen states that rank lowest in reading magazines, thirteen are Southern; and of the fifteen states that rank highest in white illiteracy, relative to population, fourteen are Southern. Again the states that rank high in inventive genius, as shown by the relative number of patents taken out, rank high in reading. North Carolina's rank in the number of patents per one thousand people in 1924 was forty-fourth.

In considering all these possible causes and effects one wonders which is the cause and which is the effect. Are people hampered by tradition, beset with poverty, isolated by ignorance, denied contacts, because they lack the facilities for reading and do not read? Or do they fail to read because of the tyranny of tradition, the pangs of poverty, and the lack of contacts?

Whatever the cause and whatever the effect, it is well for statesmen, educators, and public spirited citizens to notice that the people of some sections read much more extensively than they do in others and that in some parts of

the country they read but very little. Answers to the two following questions should be sought: Are people suffering undue limitations because they are denied contact with the outside world—a contact that comes through reading? If so, would an efficient system of libraries, school and public, insure a greater means of contact?

An efficient library system might be obtained by doing three things:

First, by giving greater emphasis to schools for training librarians—for training people to give instructions in the use of books. In this way, the secondary schools would be supplied with efficient librarians. A more extensive school might be developed at the State University for this purpose.

Second, by developing an effective and extensive system of secondary school libraries. Especially is this urgent at the present in the elementary school. Since the greater part of the people are trained in the elementary schools, the need is to throw emphasis there. In these elementary schools appropriate libraries meeting psychologically the needs of the boys and girls at different ages could be maintained. The collection could be supplemented each year upon a graduated scale so as to maintain interest, and instruction in the use of books given. There might also be a state inspector of these libraries.

Third; by improving central public libraries and establishing a state-wide system of county libraries maintained and supported by the public. California maintains a county library system and one hundred percent of her people have access to public libraries. The county-wide library system first began in California in Sacramento County on October 1, 1908, and on July 1, 1924, it embraced forty-two counties, circulated 2,936,627 volumes, operated 4,068 branch libraries, affiliated itself with 2,411 school districts, and used an income of $1,296,446.53.

California, to a large extent, is operating through central libraries and town centers. North Carolina is especially blessed with small but growing towns. She has four hundred and sixty-eight incorporated places—and only eleven states outrank her in this respect. If these small towns are supplied with libraries, a large percent of the population of the state would be within easy reach of books. This is the situation generally found in the New England states. Motor truck service could aid greatly in giving wider circulation to the city and small town libraries. In other words a state system functioning through a large number of small town centers supplemented by motor truck service, would give the state an efficient public library service. In this way the citizenship of the entire county as well as that of the town could be reached. Doubtless a thorough library service co-extensive with the population is the final measure of efficiency in library adequacy.

In order to maintain such a system of libraries and render books accessible to the rural population, it probably will be necessary to do it through the means of state-aid. In this way better schools have been and are still being given to the country people. The county and the state could coöperate in the establishment and maintenance of an adequate and efficient system. There are some instances where it might be advantageous to group counties together as a library unit and operate from a larger central library with a large number of branch libraries.

Perhaps by this method efficient county libraries could be established, libraries operated under state law by a board of trustees upon a business-like basis, libraries that have adequate income to afford efficient full-time librarians, libraries centrally located, serving all parts of the community and satisfying its different reading interests, libraries in which circulation is five times the number of volumes and which keep up the reading interests of the community by frequent buying and added collections, libraries in which there are adequate book space, special collections for children, and reading rooms with low tables for their use, libraries which are correlated with the work in the schools, and finally libraries that are used by at least thirty percent of the population.

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March 9, 1925.

8

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

THE SOUTH IN CONTEMPORARY LITERATURE

By
ADDISON HIBBARD

A PROGRAM FOR WOMEN'S CLUBS

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A WORD OF EXPLANATION

The purpose of this program is simply to place within reach of the general reader some recent books which in one way or another represent contemporary life and thought in the South. It makes no pretense to a comprehensive survey; yet it does, probably, err by being too lenient in its inclusions rather than by being too strict. There is no desire on my part to vouch that every volume here mentioned is "literature"; much of this contemporary material must prove purely ephemeral. As a selection representing the best that is being written in the South today it fails very largely and does so because it is made with the desire to reflect "The South in Contemporary Literature" rather than to present the books which, by geographical chance, happen to issue from this section. On the basis used in this program Edgar Allan Poe, were he writing today, would not be represented and for the reason that his work only rarely localizes itself in the environment he knew best. By this same right I have been forced to omit James Branch Cabell and others.

The machinery accompanying the outline is frankly short in the matter of critical aids. Concerning books so recent, little beside book reviews in the various journals has been written. As a result, the student of the program will be forced to rely very largely on his own critical standards for his development of the "papers", a feature which, it is hoped, will prove more of an incentive than a handicap.

ADDISON HIBBARD.

July 1925.

FIRST MEETING

Date..... Place.....

General Topic: Historical Romances

For many years the conventional, the characteristic novel of the South has been the historical romance. And it is so largely in the present, though it seems probable that with the new spirit in our literature the region is gradually taking on new interests. Years ago, Mark Twain credited this enthusiasm for romance to the hearty hold Walter Scott had on the readers of this region. For this reason, then, it is appropriate that this program of study begin with the work of such writers as Mary Johnston, Joseph Hergesheimer, and James Boyd.

First Paper: *By*.....

***Subject*: The Colonial South.**

Novels for study:

"The Scarlet Cockerel" by C. M. Sublette.

"La Dame de St. Hermine" by Grace King.

a. Sketch of setting and background of the two novels.
b. Political and social conditions presented.
c. A brief suggestion of the two plots.
d. Reading of a few well selected passages.
e. A critical estimate of the significance of the two books.

Second Paper: *By*.....

***Subject:* The Revolutionary South.**

Novels for study:

"Drums" by James Boyd.

"Balisand" by Joseph Hergesheimer.

a. Setting and background of the two novels.
b. Political and social conditions presented.
c. A brief suggestion of the two plots.
d. Reading of a few well selected passages.
e. A critical estimate of the significance of the two books.

THIRD PAPER: *By*.....

Subject: **The Slave Trade in the South.**

Novel for study:

"The Slave Ship" by Mary Johnston.

a. Setting, social and political background of the novel.
b. The picture of plantation life presented.
c. A brief suggestion of the plot.
d. The moral and spiritual problem as seen by Miss Johnston.
e. Reading of a few well selected passages.
f. A critical estimate of the novel, its style and its thesis.

Some references for these papers:

Paper 1: *Grace King,* pp. 2927-2931, Library of Southern Literature.

Paper 2: *Joseph Hergesheimer,* in "Contemporary American Novelists" by Carl Van Doren; "The Literary Spotlight" edited by John Farrar; "The Men Who Make Our Novels" by George Gordon; "Our Short Story Writers" by Blanche Colton Williams; "Joseph Hergesheimer: The Man and His Books," by Llewellyn Jones; "Joseph Hergesheimer, an Essay in Interpretation"; "Joseph Hergesheimer" by Wilson Follett; and "Friday Nights" by Edward Garnett.

Paper 3: *Mary Johnston,* in "Cargoes for Crusoes" by Grant Overton; "The Literary Spotlight" edited by John Farrar; "The Women Who Make Our Novels" by Grant Overton.

SECOND MEETING

Date..... Place.....

General Topic: The Novel of Realism

Realism is to be distinguished from romance chiefly by its greater veracity to actual work-a-day existence and by its use of photographic detail with little "touching up" on the part of the author as distinguished from the romantic tendency towards high lights and low, towards departure from actualities into the freer world of the imagination. The realistic novel, possibly for temperamental and historical reasons, is hardly indigenous to the South. Elements of the type are found in "Uncle Remus", in Corra Harris's "Circuit Rider's Wife" and in various works of Ellen Glasgow and some few others. The publication of Miss Glasgow's *Barren Ground* in 1925 marks the maturity of the type.

FIRST PAPER: *By*.....

Subject: **Realism, Its Meaning and Purpose.**

a. Definition of realism.
b. Some great English realists, Hardy and Meredith.
c. Realism in America:
  1. Edgar Watson Howe's "The Story of a Country Town".
  2. William Dean Howells.
  3. Sinclair Lewis's "Main Street" or "Babbitt" or "Arrowsmith". (Note: The first hundred pages of "Babbitt" offer a very neat unit for a study of the methods of realism).
  4. Edgar Lee Master's "Spoon River Anthology".

SECOND PAPER: *By*.....

Subject: **Realism in Kentucky**

Novel for study:
"Weeds" by Edith Summers Kelly.

a. The setting and background of the novel.
b. Social problems dealt with.
c. A brief suggestion of the plot.
d. Realistic elements in "Weeds".
e. Reading of a few well selected passages.
f. A critical estimate of the significance of the novel.

THIRD PAPER: *By*.....

Subject: **Realism in Virginia.**

Novel for study:

"Barren Ground" by Ellen Glasgow.

a. The setting and background of the novel.
b. Social and economic problems dealt with.
c. A brief suggestion of the plot.
d. Realistic elements in "Barren Ground".
e. The character of Dorinda.
f. Is the New York section as convincing as the Virginia episodes?
g. A critical estimate of the significance of the novel.

Some references for these papers:

Paper 1: *Realism:*

"How to be a Realist" by P. Slosson, Independent, July 10, 1920.

"Unreality of Modern Realism" by Mary Roberts Rinehart, Bookman, December 1922.

"Cult of the Natural" by John Erskine, North American, January, 1923.

"Realism in Fiction", New Republic, March 21, 1923.

"What Price Illusion" by E. V. Wyatt, Catholic World, December, 1924.

"Zeuxis and the Grapes" by T. K. Whipple, The Literary Review, March 24, 1923.

Paper 3: *Ellen Glasgow:*

"Ellen Glasgow's Arrow" by Grant Overton in The Bookman for May, 1925.

"Ellen Glasgow" by Louise Maunsell Field. A pamphlet. 10c

Additional novels for study:

Note: Other novels which may be studied at this time, though these are to be classified as romantic rather than historical or realistic, are:

The Golden Cocoon, (a story of Texas political life) by Ruth Cross.

Come Home, (a romance of Louisiana rice fields) by Stella G. S. Perry.

Bed Rock, (an adventure novel of Alabama coal fields) by Jack Bethea.

MacIvor's Folly, (a romance of the North Carolina pine lands) by Hugh MacNair Kahler and Donald Grant Herring.

THIRD MEETING

Date..... Place.....

General Topic: The Short Story

"There is no other form of literature," says Professor Hugh Walker, a distinguished British critic, "in which America is so eminent as in the writing of short stories." Certain it is that it is the most popular form. And in the development of this type of writing the South, with such names as Poe, Craddock, Harris, Cable, Hearn, and Porter, has played an honored rôle. But it is doubtful if, even with all the writers of stories here today, the South manifests her personality through short fiction as well as in the drama, poetry, and novels. Story writers seem naturally to gravitate away from the place of their birth—and to write of other sections and other lands. What, for instance, is there distinctly Southern in the writing of such men as Melville Davisson Post and Wilbur Daniel Steele? What, even, in Ellen Glasgow's recent stories? *Sketches* particularly of Negro or folk-lore interest, are fairly plentiful, but bound volumes of first rate stories are scarce.

The three volumes listed for study here are, possibly, typically Southern, but the worker with this program will do well to watch the current magazines (such as The *Atlantic, American, Mercury, Century, Harper's, Saturday Evening Post,* and *Scribner's*) for stories by Irvin S. Cobb, Olive Tilford Dargan, Charles Caldwell Dobie, Paul Green, George Madden Martin, Beatrice Ravenel, Lizette Woodworth Reese, Cale Young Rice, and Edgar Valentine Smith. Stories by these writers may well be worked into a special program supplementary to this series.

FIRST PAPER: *By*.....

Subject: **The Old Regime Passes.**

Volume for study:

"The Captain-Stories of the Black Border" by Ambrose E. Gonzales.

a. What the old regime was.
b. The relation of white and Negro.
c. Instances of humor.
d. The Gullah, his qualities and speech.
e. Economic aspects of the breaking down of the regime.

SECOND PAPER: *By*.....

Subject: **Southern Nature in Fiction.**

Volumes for study:

"Days Off in Dixie" by Archibald Rutledge.
"Heart of the South" by Archibald Rutledge.

a. The locale of Mr. Rutledge's writing.
b. Use of atmosphere in the volume.
c. The author's interest in outdoor sport.
d. Poetic qualities of Mr. Rutledge's finer prose.
f. The element of action—prominent or subordinate?

THIRD PAPER: *By*.....

Subject: **The New Orleans Levee District.**

Volume for study:

"Under the Levee" by E. Earl Sparling

a. The background of the stories.
b. Realism or romance?
c. The life portrayed?
d. A characteristic plot for illustration of type.
e. A critical estimate of the significance of this volume.

Additional volumes for possible study:

Note: Other recent volumes of stories which might be considered in this connection, but which reflect the South to a lesser degree, are:

"The Shadowy Third" by Ellen Glasgow.
"Tales from Silver Lands" by Charles J. Finger.
"Bushrangers" by Charles J. Finger.

FOURTH MEETING

Date..... Place.....

General Topic: The Negro in Recent Literature

Almost since the beginning of our literature, the Negro has occupied an important place in the writing of the South. In the books of Thomas Nelson Page, the plantation Negro has moved comically and pathetically—always faithfully—before us; in the writing of Joel Chandler Harris and Ambrose E. Gonzales the reader has been pleased with the graciousness of the folk-myths and legendry; in some of our comic writing he has been caricatured beyond all recognition. He has, too, been treated as a problem both by the prejudiced North and the biased South. But until recently he has seldom appeared in our writing as a dignified, serious subject in himself. The acceptance of the Negro as a possible figure for artistic writing, sans thesis, sans prejudice, is the most significant note in the new literature of the South.

FIRST PAPER: *By*.....

Subject: **The Negro Interpreted Objectively.**

Volumes for study:

"Black Cameos" by R. Emmet Kennedy.
"Green Thursday" by Julia Peterkin.

a. Portrayal of Negro character:
1. His religion.
2. His superstition.
3. His language.
4. His song.

b. Tragedy and comedy in Negro life.

c. Two books compared as to
1. Literary value and style
2. Different geographical settings
3. Author's attitude toward the Negro.

d. A critical estimate of the significance of the two volumes.

SECOND PAPER: *By*.....

Subject: **The Negro as a Social Problem.**

Novels for study:

"Birthright" by T. S. Stribling.

"Nigger" by Clement Wood.

a. The social problems stated and solutions suggested.
b. The stories of each book briefly outlined.
c. The author's attitudes toward subject compared.
d. Reading of appropriate selections to show author's methods.
e. The artistry of the two books contrasted.
f. Distinction between the Negroes of Page or Harris and those of Stribling or Wood.
g. A critical estimate of the significance of the two books.

THIRD PAPER: *By*.....

Subject: **The Negro as a Subject for Art.**

Novel for study:

"Porgy" by DuBose Heyward.

a. The Charleston background.
b. The plot briefly summarized.
c. The character of Porgy.
d. Quality of the descriptive passages.
e. The hurricane scene.
f. Heyward's attitude toward the Negro.

FIFTH MEETING

Date..... Place.....

General Topic: The Negro Writes of Himself

Along with his decreasing illiteracy, his exodus from the South to other sections of the country, the growth of schools and the increase in opportunities for higher education, the Negro is constantly becoming more articulate. One simple way to achieve progress towards a possible solution of racial difficulties would seem to lie in the white man's making some deliberate effort to understand the point of view of the race. With the development of the Negro press, the increasing number of volumes of poetry, drama, and fiction written by Negroes, it is constantly becoming easier to approximate an understanding of the point of view of their intellectual leaders.

FIRST PAPER: *By*.....

Subject: **Recent Negro Poetry.**

Volumes for study:

"Harlem Shadows" by Claude McKay.

"Bronze" by Georgia Douglas Johnson.

"Book of American Negro Poetry" by James Weldon Johnson.

"Poetry by American Negroes" edited by White and Jackson.

a. Racial consciousness expressed in the poetry.
b. Quality of the verse as poetry.
c. Tone of the writing,—bitter, sad, restrained, or fierce?

SECOND PAPER: *By*.....

Subject: **The Negro Looks at the Race Question.**

Novels for study:

"The Fire in the Flint" by Walter F. White.

"There is Confusion" by Jessie Fauset.

a. Sketch of settings and background for the two stories.
b. Brief summary of the plots.
c. Charges brought against the white's treatment of Negroes.
d. Qualities of the novels as pieces of writing.

Note: Books, other than novels, which should prove very useful for further reference on this subject are:

"Darkwater" by W. E. B. DuBois.
"Social History of the American Negro" by Benjamin Brawley.

THIRD PAPER: *By*.....

Subject: **The Negro and Art.**

Volume for study:

"The Negro in Literature and Art" by Benjamin Brawley.

a. A summary of the Negro's accomplishment in
1. Literature
2. Painting and sculpture
3. Drama.

SIXTH MEETING

Date..... Place.....

General Topic: Culture in the South

Is it true that culture in the South is undergoing rapid changes? Two books concerned with the old tradition have recently appeared, books which undertake a serious and genuine appraisal of the early civilization of the section. With the dimming of the glamor which made the "Old South", John Donald Wade and Francis Pendleton Gaines have examined the past and brought forth, boldly, conclusions which may go far to reconcile us to the present and, too, to give us conviction that the new culture must, in retaining the best of the old, be firmly grounded in new soil if the South is to attain the promise which she is now making before the world.

FIRST PAPER: *By*.....

Subject: **The Plantation Tradition.**

Book for study:

"The Southern Plantation" by Francis Pendleton Gaines.

a. The popular conception of the plantation.
b. The development of the tradition through
  1. Literature
  2. The stage
  3. Popular song.
c. The conception compared with the actual.
d. A critical estimate of the truth of Mr. Gaines' contention.

SECOND PAPER: *By*.....

Subject: **Longstreet and Life in Georgia.**

Book for study:

"Augustus Baldwin Longstreet" by John Donald Wade.

a. Sketch of life and career of Longstreet.
b. Longstreet's literary activity and quality.
c. Reading of a selection or two from "Georgia Scenes".
d. Professional standards of the time.
e. Education and religion of the period.
f. A summary of culture in Longstreet's environment.
g. Is this applicable to other districts in the South?

THIRD PAPER: *By*.....

Subject: **Cultural Conditions in Our Own Community.**

Material for study:

Town and country records and histories.

Local newspaper files, etc., etc.

a. A survey of cultural conditions of the past:

1. In colonial days
2. Revolutionary times.
3. The Civil War period.
4. Artistic and literary productivity of this community.

b. A survey of cultural opportunities in the present:

1. Institutions and societies in the community with cultural purpose and their contributions.
2. A suggested program for improving these conditions.

Note: For a broad interpretation of "culture" and its significance, the person preparing this section of the program may wish to re-read Matthew Arnold's essay, "Sweetness and Light".

SEVENTH MEETING

Date..... Place.....

General Topic: Folk-Lore in the South

The South, populated chiefly by English, Scotch, and Irish has always been a rich mine for the folk-lorist. Perhaps more persistently worked than other literary veins, the section still holds much unmined ore. To do advanced work in the subject a professional training is essential, but the amateur without matured literary skill can occupy himself pleasantly and profitably by working his own community. And here is an avocation in which, the more remote one is from populated centers the richer he is likely to find his opportunity. For this meeting and the next, some one with a capacity for this activity should be assigned the third paper on the program in the hope that original material from one's own community may be introduced into the discussion. One need only recall the work of Joel Chandler Harris to be assured of the literary possibilities within this subject.

FIRST PAPER: *By*.....

Subject: **Legends and Myths of Texas.**

Book for study:

"Legends of Texas" edited by J. Frank Dobie.

a. A definition of folk-lore.
b. Sources of the legends.
c. Some treasure legends.
d. Legends of the supernatural.
e. Legends of lovers.
f. Legends of flowers, names, and streams.

SECOND PAPER: *By*.....

Subject: **Folk-Lore of the Gullah Negro.**

Books for study:

"The Black Border", "With Aesop Along the Black Border", and "Laguerre, A Gascon of the Black Border"—all three volumes by Ambrose E. Gonzales.

a. Who is the Gullah?
b. Qualities of the Gullah dialect.
c. Gullah folk-lore as shown in:
    1. Animals myths and legends.
    2. Superstition and faith.
    3. Philosophy and ideas of life.
    4. Humor.

THIRD PAPER: *By*.....

Subject: **Folk-Lore in Our Own Community.**

Note: Obviously no references can be given for this paper since one must work up the subject for oneself. Other things being equal, this paper can best be worked up by some one who knows the "old characters" of the locality and who can approach these people deftly and with dignity. The paper cannot be worked up in a few days; the further one goes into the subject the more he will find—and, too, he will want time to collate and digest his findings. This paper will take work, but it should amply repay the worker through the satisfaction which will come to him.

EIGHTH MEETING

Date..... Place.....

General Topic: Ballads and Songs

Like the folk-lore topic, this one of ballads and songs is rich in possibilities and offers opportunities for literary study and contribution to those individuals possessed of the particular knack of running down the ballads. As a general thing, the work should be undertaken by one with some musical ability, enough at least to write down music from ear. If the work is seriously engaged in, a recording phonograph to preserve both melody and words is invaluable. Before going far with the subject, one should familiarize himself with the field (through one of the standard ballad collections) to avoid laborious work with ballads and variants already well established. As a general thing any community long settled by a people of common nationality (the mountains, the sea-coast, etc.) is likely to have preserved a wealth of these songs. But they are also growing up in our midst today, and some of these new forms are most fascinating for collection purposes.

FIRST PAPER: *By*.....

Subject: **Folk-Song of the South.**

Volumes for study:

"Folk-Songs of the South" by John Harrington Cox.

"English Folk-Songs from the Southern Appalachians" by Campbell and Sharp.

a. Definition of ballad and folk-song.
b. Qualities of the music and narrative.
c. How these songs are collected.
d. Types of ballads and songs found in the South.
e. (Some few ballads might well be sung by a qualified member of the study group).

SECOND PAPER: *By*.....

Subject: **The Negro and His Songs.**

Volume for study:

"The Negro and His Songs" by Howard W. Odum and Guy B. Johnson.

a. The religious songs of the Negro.
b. Social songs of the Negro.
c. Work songs of the Negro.
d. Imagery, style, and poetic effort in these songs.
e. (Some few "spirituals" etc. might well be sung here by way of illustration).

THIRD PAPER: *By*.....

Subject: **Ballads and Songs of Our Own Community**

Note: As for the third paper under "Folk-Lore of the South" no references can be suggested for this paper. It must be worked out entirely upon the initiative of the person responsible.

NINTH MEETING

Date..... Place.....

General Topic: Local Color in Recent Verse

The recent revival of literary activity in the South has been most conspicuously manifest in the matter of verse. Poetry societies are booming. South Carolina and the Charleston group led off and have shown the way to other state groups in Texas, Virginia, Maryland, Georgia, and Florida. In Norfolk, Nashville, New Orleans, Memphis, Jacksonville, Little Rock, as well as other cities, smaller and perhaps more unified organizations are actively writing verse and promulgating ideas. And this movement is far-reaching enough to make it represent fairly the different regions in the section. The poets included in the work for this meeting, however, usually do more than merely interpret the color of their sections.

FIRST PAPER: *By*.....

Subject: **The Lowlands**

Volumes for study:

"Carolina Chansons" by DuBose Heyward and Hervey Allen.

"Skylines and Horizons" by DuBose Heyward (The "Horizons" section only for this subject).

"Earth Moods" by Hervey Allen (Some few of these poems only belong to this subject).

a. Legends and stories of the lowlands.
b. The "color" element in these poems.
c. Poems about the Negro.
d. Method, manner, and purpose of the two poets.

Reference: an article valuable for the study of these two poets is "Poetry South" in the April 1922 issue of "Poetry: A Magazine of Verse".

SECOND PAPER: *By*.....

Subject: **The Mountains.**

Volumes for study:

"Lute and Furrow" by Olive Tilford Dargan.

"Skylines and Horizons" by DuBose Heyward (The "Skylines" section only for this subject).

a. Realistic portrayal of mountain life in the two books.
b. The mountaineer type presented; its faithfulness to the people.
c. Beauty found in simple life.
d. Method, manner, and purpose of the two poets.

THIRD PAPER: *By*.....

Subject: **Virginia Woods and Rivers.**

Volumes for study:

"The Waggon and the Star" by Mary Sinton Leitch.
"Voices of the Wind" by Virginia McCormick.
"Red Poppies in the Wheat" by John Richard Moreland.

a. Virginia nature in the three volumes.
b. "The Poet" by Mary Sinton Leitch.
c. *Genre* writing in work of Virginia McCormick (See "Hepzibah of the Cent Shop" etc.)
d. The lyric quality of John Richard Moreland.

TENTH MEETING

Date..... Place.....

General Topic: Recent Southern Verse

The conservatism of the South has saved its recent poetry from the extreme and exaggerated forms which, for a while, characterized so much modern American verse. While this conservatism is obvious, it is equally certain that there is a new spirit manifest in our present writers. The sentimentalism which so long characterized poetry in this region is gradually breaking down. The old order is changing. One may with some degree of truth herald a sincere and genuine, conscious and yet fairly spontaneous, poetic movement. While some readers know nothing since Hayne and Lanier, there is a serene and forward-looking group of young men and women writing verse of a new day. These poets have discarded sentimentalism and have put in its place something very much akin to art.

FIRST PAPER: *By*.....

Subject: **Some Poets of Beauty.**

Volumes for study:

"Wild Cherry" by Lizette Woodworth Reese.
"Enzio's Kingdom" by William Alexander Percy.
"Cups of Illusion" by Henry Bellamann.
"Airs and Ballads" by John McClure.
"Burning Bush" by Karle Wilson Baker.

a. The lyric quality of these poets.
b. Subjects treated and their attitude towards them.
c. Verse forms most common—radical or conservative in form?
d. Are the poems closely related to "real" life?
e. Reading of a few poems to represent the work of the different poets.

SECOND PAPER: *By*.....

Subject: **The Tennessee Intellectuals.**

Volumes for study:

"Chills and Fever" by John Crowe Ransom.
"An Outland Piper" by Donald Davidson.

a. Subjects treated and manner of treatment:
   1. Diction.
   2. Free verse or regular?
   3. Point of view adopted.

b. The "sophistication" of their poetry.

c. Interest in philosophy.

d. Reading of a few selections to show these qualities.

Note: Ransom and Davidson are leading figures in The Fugitive Group of Nashville. To get a complete idea of the work of this group, one would do well to read old and current numbers of their publication, "The Fugitive", since this journal often carries brief essays on conceptions of poetry as held by the various members.

THIRD PAPER: *By*.....

Subjects: **Two Poets of Kentucky.**

Volumes for study:

"A Pilgrim's Scrip" by Cale Young Rice.
"Bitter Brew" by Cale Young Rice.
"Under the Tree" by Elizabeth Madox Roberts.

a. The plan of "The Pilgrim's Scrip" explained and illustrated by readings.

b. The lyric quality of Mr. Rice's work.

c. The sardonic element in "Bitter Brew".

d. Miss Roberts and her poems of childhood.

ELEVENTH MEETING

Date..... Place.....

General Topic: Recent Criticism

"To my mind," said Charles W. Kent over a generation ago in addressing a Nashville audience on "The Outlook for Literature in the South", "to my mind the presence of loving but rigidly honest and unswervingly impartial critics in the South is one of the most essential conditions of our literary future. Critics who will rebuke me first of all, if I have used the word 'South' in this lecture as any other than a geographical term; who will teach me and every one that there is no sectionalism in letters; that there can arise no true writer, if the scope of his sympathies be no broader than his state or his section; that much less can he be a true author, if his hand or his mind be against his brother." And that was thirty-three years ago. How many "loving but rigidly honest" critics have the thirty years brought? Walter Hines Page, yes. And among contemporaries such men as Clement Wood, John Donald Wade, Francis Gaines, Howard W. Odum, and Gerald W. Johnson. A scant half dozen. And for the work of most of these it is necessary to watch the current issues of the leading magazines since volumes devoted to criticism are still rare in the South.

FIRST PAPER: *By*.....

Subject: **Criticism of "Things in General".**

Volume for study:

"Table Talk of G. B. S." by Archibald Henderson.

a. A brief biographical account of George Bernard Shaw.
b. The drama, the theatre, and the films.
c. England and America: contrasts.
d. Literature and science.
e. The great war and the aftermath.
f. A critical estimate of the significance of the volume and a summary of the charges made against American culture.

SECOND PAPER: *By*.....

Subject: **"Superlatives" of Literature.**

Volume for study:

"Superlatives" by Grant C. Knight.

a. An explanation of the purpose and intent of the volume.
b. Literary figures discussed in the book.
c. Professor Knight's method of treatment.
d. Some interesting conclusions presented by the author.
e. A critical estimate of the significance of the volume.

THIRD PAPER: *By*.....

Subject: **The Art of the Theatre.**

Volume for study:

"Glamour" by Stark Young.

a. Brief biographical statement concerning Young.
(See "Who's Who in America"—1924-'25).
b. Some qualities of good acting.
c. Reflections on the theatre as an institution.
d. Letters from dead actors.
e. An estimate of Mr. Young as a critic and essayist.

TWELFTH MEETING

Date..... Place.....

General Topic: Recent Humor

The roll of humorous writers from the South is surprisingly long. From the days of David Crockett on down through those of Augustus Baldwin Longstreet, Mark Twain, Joel Chandler Harris and O. Henry the section has had writers of humor who have attracted nation-wide comment. And, too, oftener than one is likely to suspect, these men have influenced our thought and our action. Mark Twain laughed away a pose; Longstreet interpreted a backwoods' civilization; O. Henry tweaked our sentimentalism and false pride. But with all this true satire is still lacking. We are not yet willing to laugh at our own foibles.

FIRST PAPER: *By*.....

Subject: **Irvin Shrewsbury Cobb.**

Books for study:

"Goin' on Fourteen".

"America Guyed Books" (For Kentucky and North Carolina).

"Speaking of Operations".

a. Brief biographical statement
(See "Who's Who in America")

b. Cobb's understanding of the boy
(Based on "Goin' on Fourteen")

c. Cobb's quality as a humorist
1. Caricature
2. Exaggeration
3. The element of surprise
4. Colloquial language.

d. A few anecdotes from some of the volumes.

SECOND PAPER: *By*.....

Subject: **Humor from the Backwoods.**

Book for study:

"Angeline of the Hill Country" by Cordia Greer-Petrie.

a. Brief sketch of plan of volume and narrative.
b. Some experiences of Angeline.
c. The quality of humor.
d. A critical estimate of the value of the book.

THIRD PAPER: *By*.....

Subject: **The Negro of Comedy.**

Books for study:

"Mister Fish Kelly" by Robert McBlair

"Sunclouds" and "Bigger and Blacker" by Octavus Roy Cohen.

a. Brief sketch of the Negro comic type here employed.
b. Is the type real or a caricature?
c. The use of dialect; is it accurate?
d. A critical estimate of the value of this humor.

THIRTEENTH MEETING

Date..... Place.....

General Topic: Biography: Servants of the People

One of the promising literary developments of recent years has been the popular enthusiasm for the reading of biographies. One biography or another holds its place for long periods on the various "best seller" lists, frequently pushing fiction very close in the matter of sales. "Universal History, the history of what man has accomplished in this world," says Carlyle, "is at bottom the History of the Great Men who have worked here." In this light, then, honestly written biography assumes a genuine and first-place significance.

FIRST PAPER: *By*.....

Subject: **Walter Hines Page.**

Biography for study:

"The Life and Letters of Walter Hines Page" by Burton J. Hendrick.

a. Brief sketch of Page's life.
b. His relations to the South.
c. His career of public service.
d. Page and the World War.
e. Ability as a letter-writer.

SECOND PAPER: *By*.....

Subject: **William Crawford Gorgas.**

Biography for study:

"William Crawford Gorgas" by Marie D. Gorgas and Burton J. Hendrick.

a. Brief sketch of the life of Gorgas.
b. Anecdotes to show the human quality of the man.
c. His medical training.
d. His fight against disease and his accomplishments.

THIRD PAPER: *By*.....

Subject: **Robert E. Lee.**

Biographies for study:

"Robert E. Lee The Soldier" by Sir Frederick Maurice
"Recollections and Letters of General Lee" by Captain Robert E. Lee. (A revised edition with new material published by Doubleday, Page.)

a. Brief resume of Lee's career.
b. Lee as a soldier
1. His training
2. His strategy
3. General military qualities.
~~*c.* Lee's place~~ in history.

Note: *Material on Lee is, of course, unlimited. These two recent publications, however, offer more than enough for this paper. The Maurice volume is particularly significant since it is a tribute to Lee from abroad and makes a different approach to his life's work.

FOURTEENTH MEETING

Date..... Place.....

General Topic: Biography: Three Literary Figures

"When a man (or a woman) accomplishes something worth while in art, letters, science, statesmanship, or business, I try to find out what I can about his life and personality. Behind this desire which I have with the rest of the modern world is more than mere curiosity. Life for most people is a rather difficult piece of business. So we want to know not only how others have turned the trick against fortune; we want to know also all the details of the game as they have played it. Perhaps we want to learn how to do the very thing that somebody else has done—how, say, to write a novel like one of Thackeray's or how to amass a fortune and die a philanthropist like Carnegie."

WILBUR L. CROSS.

FIRST PAPER: *By*.....

Subject: **Thomas Jefferson.**

Book for study:

"Jefferson and Monticello" by Paul Wilstach.

a. A brief sketch of Jefferson's career.
b. Anecdotes to show the temper of the man.
c. Jefferson's variety of interests:
  1. Architecture
  2. Politics
  3. Invention
  4. Literature, etc.
d. Life at Monticello.

SECOND PAPER: *By*.....

Subject: **Lafcadio Hearn.**

Biography for study:

"Lafcadio Hearn's American Days" by Edward Larocque Tinker.

a. Brief survey of Hearn's career.
b. Hearn in Cincinnati and New Orleans.
c. His journalistic service.
d. His contribution to the literature of the South.
e. Hearn as a personality
    1. Interests and enthusiasms
    2. Friendships
    3. His aloofness from the practical world.
f. Hearn as a literary artist.

THIRD PAPER: *By*.....

Subject: **Corra Harris.**

Autobiography for study:

"My Book and Heart" by Corra Harris.

a. Brief sketch of the career of Mrs. Harris.
    1. Home life, marriage, and "the circuit".
    2. In the college community.
    3. Beginning of her writing.
b. The literary quality of her work.
c. Examples of humor and epigrammatic power.
d. The personality disclosed in the volume.

FIFTEENTH MEETING

Date..... Place.....

General Topic: Drama, Some Southern Problems

The drama has long proved an effective medium for presenting questions of moral, social, and economic import. The three plays here suggested for study bear on problems distinctly Southern in interest. Since the universal is rooted in the local, since the motives which actuate the individual often prompt the race, these plays are of greater significance than their chance relationship to Kentucky, or Mississippi, or Texas would suggest. In this light and in this application to our own civilization they should, it seems, be studied.

FIRST PAPER: *By*.....

Subject: **Race Relations.**

Play for study:

"The Lion's Mouth" by Harriet L. Kennedy from the story by George Madden Martin.

a. Reading of the entire play.
b. The dramatic structure discussed.
c. Are the characters natural?
d. The problem and its solution.

SECOND PAPER: *By*.....

Subject: Lynch Law.

Play for study:

"Judge Lynch" by John William Rogers (in "The Southwest Review" for October, 1924).

a. Reading of the entire play.
b. The conflicting forces explained.
c. How suspense is sustained.
d. The problem and its solution.
e. The tragic element in the play.
f. A critical estimate of the significance of the play.

THIRD PAPER: *By*.....

Subject: **The Old Tradition vs. the New Spirit.**

Play for study:

"The Colonnade" by Stark Young (Theatre Arts—Play No. 2).

a. A reading or summary of the whole play.
b. The conflicting forces explained.
c. The problem stated and its solution.
d. The play as a picture of the times,—is it true?
e. Characterization in the play.

SIXTEENTH MEETING

Date..... Place.....

General Topic: Southern Settings in Drama

The recent drama from this section has focused its attention largely upon the Southern mountaineer and his environment. Lula Vollmer's "Sun-Up" and the two plays of Hatcher Hughes, "Ruint" and "Hell-Bent fer Heaven", three plays dealing with the mountains,—all have proved conspicuous New York successes. Recently Percy Mackaye has turned his attention to the Kentucky mountaineer in several plays of poetic interpretation. The Playmakers of the University of North Carolina, while avowedly interested in the folk-lore of their state, have, nevertheless, done much to picture the citizen of the Southern Appalachians.

FIRST PAPER: *By*.....

Subject: **A Comedy of the Mountains.**

Play for study:

"Ruint" by Hatcher Hughes.

a. A summary sketch of the narrative.
b. The comic situation.
c. The mountaineer type as presented; is it convincing?
d. Is the secrecy of Mary Jane natural under the conditions?
e. The city man as presented through the eyes of the mountaineer.
f. A critical estimate of the value of the play.

SECOND PAPER: *By*.....

Subject: **The Kentucky Mountaineer in Drama.**

Play for study:

"This Fine Pretty World" by Percy Mackaye.

a. A reading of the entire play.
b. The type of people presented.
c. The two forces opposed in the play.
d. The poetical quality.
e. Mackaye's use of dialect.
f. A critical estimate of the value of the play.

THIRD PAPER: *By*.....

Subject: **Tragedy and Comedy in North Carolina.**

Plays for study:

"Carolina Folk-Plays—Second Series" edited by F. H. Koch

a. What the "Folk-Theatre" is.

b. A general summary of the plays in the volume:

1. Their settings and problems.
2. As pictures of life in the state.
3. The "folk" element in the plays.

c. A reading of some one of the five plays ("Fixin's" is suggested).

SEVENTEENTH MEETING

Date..... Place.....

General Topic: Contemporary Magazines

Magazines in the South have always run a rather checquered career. Birth, senility, death: all three phases frequently pass in a year or so. Too often the disease is similar to that which affected Colonel Telfair's "Rose of Dixie" as explained by O. Henry in *Options.* But in recent months a new spirit seems to have taken hold. Of the dozen or so magazines now published some few bid fair to make a real and permanent place for themselves. Difficulty in financing the publication and lack of readers seem to be the Scylla and Charybdis upon which most of these newly launched argosies come to grief; the total circulation of the dozen publications hardly equaling that of a modest daily paper in a community of a few thousand inhabitants. Magazines, as well as poets, need "great audiences".

FIRST PAPER: *By*.....

Subject: **Academic Publications.**

Magazines for study:

The Sewanee Review–Univ. of South, Sewanee, Tenn. Quarterly.

South Atlantic Quarterly–Duke University, Durham, N. C. Quarterly.

The Journal of Social Forces–Univ. of North Carolina, Chapel Hill, N. C. Bi-monthly (except July).

a. Brief explanation of the magazine's organization:
1. Where published and how frequently.
2. Editors.
3. Subsidized or commercially independent?
4. Does it pay contributors?

b. Class of readers appealed to.

c. Types of material printed.

d. A typical "table of contents".

e. Comment and criticism.

SECOND PAPER: *By*.....

Subject: **Poetry Magazines.**

Magazines for study:

The Lyric–Norfolk, Va., a monthly.
The Fugitive–Nashville, Tenn., a quarterly.
The Buccaneer–Dallas, Texas, a monthly.

a. Brief explanation of the magazine's organization.
  2. Where published and how frequently.
  2. Editors.
  3. Subsidized or commercially independent?
  4. Does it pay contributors?

b. Class of readers appealed to.
c. Types of material printed.
d. A typical "table of contents".
e. Reading of a few selections to show type and quality of contents.

THIRD PAPER: *By*.....

Subject: **General Literary Magazines.**

Magazines for study:

The Virginia Quarterly, University, Va.
The Reviewer, Chapel Hill, N. C., a quarterly.
The Southwest Review, Southern Methodist University, Dallas, Texas, a quarterly.
The Double-Dealer, Baronne St., New Orleans, La., a monthly.

a. Brief explanation of the magazine's organization.
  1. Where published and when
  2. Editors
  3. Subsidized or commercially independent.
  4. Does it pay contributors?

b. Class of readers appealed to.
c. Types of material presented.
d. A typical "table of contents".

THE SOUTH IN CONTEMPORARY LITERATURE

A table showing some recent books published on the basis of the state background presented.*

ALABAMA

Bed Rock (novel) Jack Bethea, Houghton, Mifflin.
William Crawford Gorgas (biography) Mrs. Gorgas and B. J. Hendrick, Doubleday, Page.
Sunclouds (stories) Octavus Roy Cohen, Dodd, Mead.

GEORGIA

Augustus Baldwin Longstreet (biography) John Donald Wade. Macmillan.
White Blood (novel) Vera Majette. Stratford.
My Book and Heart (autobiography) Corra Harris. Houghton, Mifflin.
Old Hurricane (novel) Julia Flisch. Crowell.

KENTUCKY

Weeds (novel) Edith Kelly. Harcourt, Brace.
Mansion House (novel) Eleanor Kelly. Century.
Rogue's Badge (novel) Charles Neville Buck. Doubleday, Page.
Goin' on Fourteen (novel) Irvin S. Cobb. Doran.
Talk (novel) Ermanie Sachs. Harper's.

LOUISIANA

La Dame de St. Hermine (novel) Grace King. Macmillan.
Black Cameos (sketches) R. Emmet Kennedy. A. and C. Boni.
Under the Levee (stories) E. Earl Sparling. Scribner's.
Lafcadio Hearn's American Days (biography) Ed. Larocque Tinker. Dodd, Mead.
Come Home (novel) Stella G. S. Perry. Stokes.

MISSISSIPPI

The Colonnade (drama) Stark Young. Theatre Arts, Inc.

NORTH CAROLINA

Drums (novel) James Boyd. Scribner's.
Lute and Furrow (verse) Olive Tilford Dargan. Scribner's.
Ruint (drama) Hatcher Hughes. Harper's.

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* Note: Many books are omitted from this list, books which perhaps represent some of the most noted writers in the South, simply because they do not have their being in this section. This table is drawn up with special reference to life, manners, setting, etc. of the particular states.

Hell-Bent fer Heaven (drama) Hatcher Hughes. Harper's.
Sun-Up (drama) Lula Vollmer.
Carolina Folk-Plays (drama) Edited by F. H. Koch. Henry Holt.
Black Hood (novel) Thomas Dixon. Appleton.
Skylines and Horizons (verse) DuBose Heyward. Macmillan.

SOUTH CAROLINA

Skylines and Horizons (verse) DuBose Heyward. Macmillan.

Carolina Chanson (verse) DuBose Heyward and Hervey Allen. Macmillan.

Laguerre (sketches) Ambrose E. Gonzales. The State Company.

Captain (sketches and stories) Ambrose E. Gonzales. The State Company.

With Aesop Along the Black Border (sketches) Ambrose E. Gonzales. The State Company.

The Carolinian (novel) Rafael Sabatini. Houghton, Mifflin.

Heart of the South (stories and sketches) Archibald Rutledge. The State Company.

Days Off in Dixie (nature essays and sketches) Archibald Rutledge. Doubleday, Page.

The Scarlet Cockerel (novel) C. M. Sublette. Atlantic Monthly Press.

Stage in Charleston (critical and historical) Eola Willis. The State Company.

The Southern Plantation (criticism) Francis Gaines. Columbia University Press.

Green Thursday (sketches) Julia Peterkin. Knopf.

TENNESSEE

Birthright (novel) T. S. Stribling. Century.

TEXAS

Prairie Pegasus (verse) Students Southern Methodist University. Southwest Printing Company, Dallas.

Land of Cotton (novel) Dorothy Scarborough. Macmillan.

Norfleet (adventure) J. Frank Norfleet. White Publishing Company, Fort Worth.

The Golden Cocoon (novel) Ruth Cross. Harper's.

Out of the Desert (historical chronicle) Owen White. McMath Company, El Paso.

Legends of Texas (folk-lore) J. Frank Dobie. University of Texas Press, Austin.

VIRGINIA

Waggon and the Star (verse) Mary Sinton Leitch. Brimmer.
Red Poppies in the Wheat (verse) John Richard Moreland. White.
The Slave Ship (novel) Mary Johnston. Little, Brown.
Balisand (novel) Joseph Hergesheimer. Knopf.
Barren Ground (novel) Ellen Glasgow. Doubleday, Page.
Robert E. Lee The Soldier (biography) Sir Frederick Maurice. Houghton, Mifflin.

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Field, Louise Maunsell. Ellen Glasgow. Pamphlet. $.10. 1925. Doubleday, Page. (2)

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TERMS FOR THE COURSE

The registration fee for the course, THE SOUTH IN CONTEMPORARY LITERATURE, is $7.00, for which ten copies of the program will be supplied and all available references will be loaned to each club member upon request.

Members of clubs not registered for this course will be charged twenty-five cents in addition to the postage for the rental of material called for in any paper for this program.

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UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

A STUDY OF SHAKSPERE

By
RUSSELL POTTER
Instructor in English

A PROGRAM FOR WOMEN'S CLUBS
ISSUED BY THE BUREAU OF PUBLIC DISCUSSION

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SHAKSPERE:
A PROGRAM FOR WOMEN'S CLUBS

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SHAKSPERE:
A PROGRAM FOR WOMEN'S CLUBS

A WORD OF SUGGESTION

This program of seventeen meetings is based on sixteen plays by Shakspere—five comedies, five chronicle-history plays, and six tragedies. It is expected that every member will read—or re-read—these plays for herself, for the papers outlined are based directly on them and in nearly every case presuppose a fairly intimate and rather recent acquaintance with them. Thus by reading the plays as they are taken up, the individual member will not only add to her own understanding and appreciation of the papers presented but will be able to contribute something to the discussion.

While it is hoped that the program may be carried out in full, some leeway is allowed to meet local conditions. The number of meetings may be reduced to fifteen by omitting the fifth and eighth.

The length of the papers will vary with the different meetings. When only two papers are suggested they may be longer than those for meetings which call for three papers. As a rule, the first paper may be considered the most important (though not always the most interesting or the one provoking the most discussion.) In no case should a paper occupy more than twenty minutes of the club's time; in every case time should be allowed for discussion.

Suggestions for the papers themselves will be found in the body of the pamphlet; bibliographical suggestions, where such are deemed necessary, will be found at the back under the heading "Suggested References for Papers."

> "I close your Marlow's page, my Shakespere's ope.
> How welcome—after gong and cymbal's din—
> The continuity, the long, slow slope
> And vast curves of the gradual violin."
>
> —*William Watson*

FIRST MEETING

Date..... Place.....

General Topic: Elizabethan England

The unanimous verdict of three hundred years proves the truth of Ben Jonson's critical estimate of his contemporary Shakspere:

"He was not for an age, but for all time."

But our understanding of the plays will be deeper, truer, and more sympathetic if we first gain some understanding of the age in which they were written, of the existing social, political, and economic conditions of the time, of the national ideals and temper of the Elizabethan people who thronged the pit, the galleries, and even the stage of Shakspere's theatre.

Shakspere lived in an age of vigorous expansion. Powerful currents were changing the course of civilization. Feudalism and medieval modes of thought were breaking down. Gilbert and Drake and other hearty adventurers were pushing out the horizon over the seas and sailing back to England with Spanish gold and trophies of new, strange worlds in the holds of their ships and tales of fabulous wealth and stirring adventures upon their lips. Bacon, in the intervals of his public duties, was forging a new conception of science and arguing for the enfranchisement of man's reason. Elizabeth, one of the shrewdest and most able monarchs England has ever had, was concentrating every resource upon the unification of the different factions at home and the advancement of England's interests abroad.

Nor was Elizabeth so intent on the material well-being of her people that she neglected the intellectual and spiritual. She had a vivid, wholesome interest in every phase of life, and was a generous patron of the arts. During her reign modern philosophy received its first concrete statement, the modern novel of adventure was anticipated, poetry and the drama flourished as they had never flourished before. It was a period of

reawakening, of rebirth—the English Renaissance. For centuries the mind of man had been fettered with the narrow, dogmatic traditions of scholastic philosophy—a philosophy which taught, in effect, that Beauty and Sin are practically synonymous terms; that this life is evil, to be endured only for the glory that would come in an after-life; that man is essentially and originally sinful and his body the instrument of the devil. Then came the Renaissance, bringing with it echoes of Greek poetry and philosophy and a passion for beauty and for more abundant life. Scholastic philosophy and the medieval attitude towards life were shaken off, not without a severe struggle, and man, opening the windows of his soul to the sunshine of this world, looked upon life and found it vitally interesting, fascinating. Then he felt

> " . . . . like some watcher of the skies
> When a new planet swims into his ken;
> Or like some Cortez when with eagle eyes
> He stared at the Pacific—and all his men
> Look'd at each other with a wild surmise—
> Silent, upon a peak in Darien."

First Paper: By.....

Subject: England Under Elizabeth.

When Elizabeth came to the throne in 1558 England was fighting for existence among the nations of the earth, and it often looked as though she were waging a losing fight; when Elizabeth died in 1603 England was supreme. The forty-five years of her reign present a stirring drama of national achievement, the climax of which was perhaps the defeat of the Armada.

a. The situation at the accession of Elizabeth.
b. Events leading up to the Armada.
c. The defeat of the Armada (issues involved, significance, etc.)
d. Elizabeth's foreign policy.
e. Elizabeth's domestic policy.
f. Personal characteristics of the queen.

SECOND PAPER: By.....

Subject: THE ELIZABETHAN PEOPLE.

a. National and racial characteristics.
b. Social conditions; manners; customs.
c. Education and religion.
d. National ideals.

THIRD PAPER: By.....

Subject: THE RENAISSANCE IDEAL.

One critic has summed up this as follows: "To live spontaneously, individually, completely—doing everything, being everything, and, if a scholar, knowing everything."

Discuss briefly the meaning and significance of the Renaissance in general but devote the greater part of the time to a consideration of the Renaissance in England—its effect on life and literature.

SECOND MEETING

Date..... Place.....

General Topic: Shakspere: The Man and His Work

Any biographical sketch of Shakspere is bound to be incomplete and, in large part, founded on traditional rumor and filled out with more or less accurate guess-work. The facts are lacking. The Elizabethans were not interested in contemporary biography, and Shakspere himself kept no daily journal. Yet Shakspere has had more biographers than any other English writer, from Nicholas Rowe, who published the first formal memoir of the dramatist in his edition of 1709, to Professor J. Q. Adams, who only last year (1924) brought out a detailed study which embodies the findings of the most recent scholarship.

But while the external facts of Shakspere's life are few and scattered, they are known in sufficient number to enable us to draw up a general plan of it. It is when we seek for those inner and hidden events—moral and spiritual crises, times of storm and stress, days of bitterness and disappointment and hours flushed with triumph—that we are at a loss. The temptation, too easily yielded to, to read Shakspere into his dramas, to hear in the opinions expressed by his characters the opinions of the dramatist himself, has led many critics into error; for the dramatist, unlike the lyric poet and the writer of propaganda novels, does not express himself directly through his characters. Hamlet is not Shakspere, but Hamlet; Falstaff is not Shakspere, but Falstaff.

This uncertainty has resulted in considerable confusion in certain quarters, the most ridiculous manifestation of which is perhaps the so-called Baconian question. The main tenets of the Baconians are utterly absurd in the light of all sane scholarship, and the entire theory is to be dismissed as an impossible fabrication.

For a great many years it was fashionable to idolize Shakspere; to regard him as a heaven-sent genius who, like Byron,

woke up one morning to find himself famous; to explain away spots of grossness, evidence of hasty workmanship and immaturity by declaring loudly that Shakspere was not responsible for them. The best modern criticism, however, has adopted quite another point of view, an attitude which "humanizes" Shakspere. Such scholars and students of Shakspere as Schücking, Baker, and Stöll regard Shakspere as a genius, to be sure, but as a genius who slowly arrived, as a man who successfully passed through an apprenticeship stage, as an artist who learned his craft, and as a man of the theatre.

FIRST PAPER: By.....

Subject: THE YOUTH.

This paper may be a brief statement of fact with mention of the more interesting traditions, a remark on such sources of information as we have, and a description of the village in and near which he spent his boyhood and the early part of his youth. Emphasis should be laid on the fact that Shakespere was in all probability a "real boy", that he probably had a hearty dislike for school and an equally active interest in the outdoor sports and pastimes of the countryside.

SECOND PAPER: By.....

Subject: BREAKING INTO LONDON.

a. Fact.
b. Tradition.
c. Early contemporary opinion.
d. The early plays: a period of imitation and experiment (Alden, p.104)
    1. The comedies.
    2. The chronicle-plays.
    3. The tragedy-of-blood.

Third Paper: By.....

Subject: Achievement.

a. Documentary evidence.
b. Success in his profession.
c. Retirement to Stratford and death.
d. Reading from "Black Bill's Honeymoon" (No. III in Alfred Noyes' *Tales of the Mermaid Tavern.* It is suggested that the "mad sea-tale" which John Davis tells in this poem be condensed.)

THIRD MEETING

General Topic: Shakspere's Theatre and Drama

One of the first essentials to a proper understanding of Shakspere as a dramatist is an acquaintance with the stage for which he wrote; for Shakspere, like every other great dramatist before and since his time, constructed his plays with one eye on the limits of his stage. Shakspere's plays were written, not to be read, but to be acted on a stage before an audience.

Furthermore, Shakspere's stage was far different from the present-day stage. Perhaps the most significant difference is to be found in the fact that the Elizabethan stage was a "platform" stage, while ours is a "picture-frame" stage. That is, the stage in Shakspere's theatre projected out into the audience, so that the actors were surrounded on three sides by the spectators. In our theatre the stage proper does not project beyond the front curtain, and the audience is in front of the actors. The result of this difference is a different dramaturgy which has for its end the creation of a different kind of dramatic illusion. Modern drama strives to give the impression of reality by separating spectator and actor, by establishing the convention that the spectator is a sort of eavesdropper, a disinterested onlooker, and that the actor is ignorant of his presence. The spectators in Shakspere's theatre were, one might almost say, a part of the drama. The actor, far from pretending that they were not present, might take them into his confidence, addressing to them soliloquies and asides in which he laid bare his own soul, explained a part of the action, or commented on the piece as a whole. A further difference which arises from the fact that Shakspere and his fellow play-wrights wrote for a platform stage is that their plays are essentially declamatory. There is a great deal of "speech-making" in them. The modern play is much more conversation, lacking almost entirely in declamatory speeches.

Other characteristics of the Elizabethan stage that should be kept in mind are:

It lacked a front curtain.

It depended upon daylight.

It had a permanent balcony at the back—a structure which might be used as a balcony (as in *Romeo and Juliet*) or as the wall of a city (as in *King John*) or as a convenient place of concealment (as in *Henry IV*, Part I).

It had a small curtained stage, located under the balcony (called the "inner stage") which might be used for short interior scenes.

It had no scenery (or practically none) and the stage properties were reduced to the bare minimum.

First Paper: By.....

Subject: Theatre and Audience.

a. A brief survey of the development of recognized theatres in London.
b. A description of the Globe theatre (Illustrated with such pictures as may be found in Baker's *Development of Shakespeare as a Dramatist* and similar books.) Contrast with the theatre of today.
c. Social classes represented in the audience.

Second Paper: By.....

Subject: The Play's the Thing.

Discuss the dramatic forms popular when Shakspere began writing for the stage.
a. The court play.
b. The popular play.

Note that Shakspere gave the audience "what it wanted" (lots of action and bustling business, ranting speeches, blood-and-thunder) and more. Where the other dramatists were for the most part content to cater to popular demand, Shakspere supplied in practically every play that he wrote an interesting story, characters that are vividly alive, poetry that glows with beauty, a philosophy of life that is thoughtful and sane.

THIRD PAPER: By.....

Subject: SHAKSPERE'S METHOD.

The Elizabethan drama is not a drama of original plots—and Shakspere followed the custom of the time in revamping history and old, well-known legends and stories. But to the fable which he was adapting Shakspere had no hesitancy in adding characters and incidents, in compressing here, and enlarging there.

a. Type of sources.

1. Earlier romances.
2. History—English (mainly through Holinshed) and Roman (mainly through Plutarch).

b. A comparison of the plot of Lodge's *Rosalynde* with *As You Like It,* or of Greene's *Pandosto* with *Winter's Tale,* or of the old chronicle play *Famous Victories of Henry Fifth* with Shakspere's *Henry V.*

c. Read Shaw's extremely clever little play, *The Lady of the Sonnets.*

FOURTH MEETING

Date..... Place.....

General Topic: Chronicle Plays: Richard II and Richard III

In the two plays under consideration and in King John we find the young dramatist following the crowd. The chronicle play was popular. It flourished in a period of intense national feeling, and before an audience critical of dramatic form had been developed. But in those early chronicle plays of Shakspere, while we find plenty of story, plenty of action and bustle on the stage, many spirited speeches and not a few deft touches of characterization, we do not find the sense of finality, of completeness, of organic unity which we find in his later plays.

Shakspere is here content to use the loose, rambling picture-book method, with, as M. Jusserand has pointed out, "its scenes succeeding each other in arbitrary fashion, like the slides of a magic lantern." It is dramatized history, but it is insecurely done; it is as though Shakspere had cut a historical novel into dialogue. In *Macbeth* and *Lear* the dramatist was to show how pure tragedy might be evolved from chronicle history, and these two plays should be considered as complementary pieces to the two now under discussion, for they represent his mature handling of very similar themes.

Of the two plays—of all the history plays—*Richard III* is the only one which is seen at all frequently on the stage of today. It was immensely popular in Shakspere's time—and practically every great actor since the time of Burbage has been seen in the title rôle. The reason for this long continued popularity is not far to seek. *Richard III* is a character play, and a *one* character play. The strong and subtle personality of Richard himself dominates the entire piece. He is Shakspere's early study of the self-conscious villian (I, i, 1-40) who unites to his very real abilities as executive and leader a cold, absolutely heartless sense of fact. Richard is a splendid acting part. He may be uncon-

vincing in the study, but on the stage we accept him and fear him and watch with intense interest his villainy and final downfall.

But greater than Richard, greater than his superbly sinister "will to power", is Fate, Providence, Moral Law—what the Greeks called Nemesis. Trace carefully, as you read the play and as you review it in your mind after your have read it, the hidden course of this nemesis, this retribution; follow it from the opening scenes in which Richard is so absolutely sure of himself to Act V, iii, where he is unmanned by the spectres in his dream.

Where Richard III is strong Richard II is weak and he communicates his weakness to the play in which he appears. Richard II is essentially the tragedy of a weak king, of a man who is unmanned for the actual life of this world by his love of flattery, his poetizing, his attitudinizing. With a central character who is essentially undramatic it is not surprising that the play is lacking in those very elements which make *Richard III* strong; and yet there are superb moments in the piece—the patriotic speech of the dying Gaunt, the resignation of the crown, the sudden rage which fires the king to slay two of the men who have come to kill him. But when once the weakness of *Richard II* as a play is admitted, there remains only praise for the poetry and the character delineation. Where in *Richard III* there is theatric untruth, in *Richard II* there is revealed a psychologic insight which is haunting in its truth. Here we have a king who is evidently kingly but who, we are shown, has none of the attributes of the real ruler; a king who is "a specialist in self-pity, a dilettant in self-torture, revelling in the luxury of woe and seeking his happiness in being unhappy."

FIRST PAPER: By.....

Subject: THE CHRONICLE PLAYS OF SHAKSPERE AND THE HISTORY PLAYS OF DRINKWATER.

a. Define the chronicle play.

b. State reasons for its popularity.

c. Mention and describe briefly some of the chronicle plays other than Shakspere's.

d. Compare with modern history plays (John Drinkwater's *Lincoln* or *Cromwell,* Maeterlinck's *L'Aiglon, for* example) with respect to (a) plot, (b) characterization, (c) historical accuracy.

SECOND PAPER: By.....

Subject: THE TWO RICHARDS.

Make your paper a character contrast. Show from the two plays themselves that where Richard III is strong Richard II is weak. Note that Richard is essentially a man of action; Richard II a man of words; that Richard III is gifted with a hard, keen sense for fact, Richard with a pitifully futile and romantic love for fine words; that in the former the "will to power" is dominant, in the latter the "will to enjoy" sensuous pleasure. Contrast the two with respect to their attitude to the crown, to their subjects, to England.

DISCUSSION. Led by.....

1. Aristotle says: "The downfall of an utter villain should not be exhibited (in a play)." Comment: Does this statement seem unsatisfactory to you?
2. Why is it artistically necessary that all the prophecies in this play should be fulfilled?
3. Comment on the use of dreams in the play.
4. Is the death of each character a righteous retribution? Is the guilt in each case the guilt of the sufferer? Discuss each case.

FIFTH MEETING

Date..... Place.....

General Topic: Chronicle Plays: Henry IV, Parts I and II; Henry V

If we disregard for the moment *Richard III,* a chronicle play which rises very close to the level of personal tragedy, *Henry IV, Part I,* we must agree, is the most interesting of the history plays, although it is as fragmentary and episodical in construction as the others. And its interest is due chiefly to the presence of one character, the immortal (and immoral) Sir John Falstaff, and incidently to two others, Prince Hal and Hotspur. Prince Hal is in reality the hero of each of these three plays, first as the heir to the throne and then as king; it is his presence in them which lends each whatever element of unification it may have. But the interest of Shakspere's audience and of hundreds of later readers has centered upon that amazing creation of human complexities, that inordinately fat man who is not only witty in himself but the cause of wit that is in other men.

That this double interest was felt by the London Elizabethans who witnessed the original productions at the Globe theatre is to be judged from the title pages of the quarto editions of the plays: "The History of Henry the Fourth, with the Battle at Shrewsbury, between the King and Lord Henry Percy, surnamed Henry Hotspur of the North; with the Humorous Conceits of Sir John Falstaff," and "The Second Part of Henry the Fourth, continuing to his death, and coronation of Henry the Fifth; with the humours of Sir John Falstaff and swaggering Pistol." Here is the whole story; here is at once the strength and the weakness of the play. Shakspere's interest was already in character; here his interest was caught, not by the figure of the young prince, but by that of Sir John, "larding the lean earth" as he blustered along. Had he become interested in the character of Prince Hal, he might have given us as searching an analysis of his character as he had already that of Richard II. At any

rate, we may feel sure that he would never have written the soliloquy with which the prince ends the first act.

All of this is not saying that Prince Hal and Hotspur are lifeless props—far from it. They are both very much alive, and each is sufficiently well characterized to stand and move on his own feet; but in each case the characterization is rather on the surface than searching, and it is laid on with a broad brush. These two characters stand at the center of the main plot of Part I. Indeed, the three plays represent a trilogy in which Shakspere has depicted the development of Henry V from the wild, roistering youth which the chronicles and tradition make him out to have been to the kingly general and devoted ruler.

As you read the plays, note their loose, episodic structure, the use of the chorus in *Henry V* to supplement the presented action, the character contrasts, the different stages in the development of Prince Hal, the fact that Part II is the most stupid of the three, the unsurpassed pictures of London low life.

First Paper: By.....

Subject: The Prince.

In his early chronicle plays Shakspere seems at times to have been attempting to work out the figure of the "Ideal Prince," he seems to be trying to formulate his thoughts on kingship and authority and the state—thoughts which were to crystalize definitely in *Lear.*

What proof do you find in these plays of this? Not a few critics have called Henry V Shakspere's ideal prince. Do you agree? Henry V was, it should be noted, an extremely popular prince and king. Did Shakspere choose him for this reason, or because he saw embodied in him his "ideal prince"?

Study carefully the development of Henry V from the first mention we have of him in I, i, of *Henry IV, Part I,* to his last appearance at the end of *Henry V.* What do you think of the ethics revealed in his first long soliloquy (Part I, act I)? Of his boon companionship with Falstaff? Note the contrast between the prince and his father, between the prince and Hotspur, between Henry V and the Dolphin.

SECOND PAPER: By.....

Subject: THE WOMEN OF THE HISTORICAL PLAYS.

The women of the history plays may very well be considered minor characters; in hardly a one of them does Shakspere give promise of what he was to do later with the character of Lady Macbeth. This is true, one might say, because of the facts of history upon which Shakspere relied.

In *Richard II* the women appear only to cast light upon the man. In *Richard III* the women likewise have no dynamic rôle to play; but they are here used as chorus. They reflect the realities behind the action, and for the most part they move behind and within the stormy jangling of the men. Thus they help us to evaluate the action, and represent the woman's side of civil war, or any war—the life side.

In the three Henry plays under consideration, too, the women play but the smallest part, having no dynamic connection with the action; and here they lack the serious significance possessed by the tragic group in *Richard III*. But there are some delightful bits of characterization: Kate Percy, Mistress Quickly, Doll Tearsheet, "as Cockney as a Fleet Street sparrow."

THIRD PAPER: By.....

Subject: FALSTAFF.

Falstaff is Shakspere's greatest comic creation; indeed, most critics are agreed that he is the greatest comic creation in English literature, and not a few go so far as to say in all literature. He has captured the world, as he captured the hearts of Doll Tearsheet and Dame Quickly, who when the fat knight sets out for the wars forgets all her grievances against him and declares: "I have known thee these twenty-nine years come peascod-time, but an honester and truer-hearted man—well, fare you well."

No one of course would attempt to defend Falstaff's morals, his mode of life, his love of sack. He is an old reprobate, a loose-liver, a corrupter of youth; but what an exuberant wit the man has, what vitality, what zest! Here is no ennui, here is no boredom full of stupid yawns and dryasdust formality; but a tremendous energy, an enthusiasm for life that is infectious, a hearty, Rabelaisian gusto for living.

Note instances of his wit, of his philosophy of life, of his affection for the Prince, of his shrewdness, of his real ability, of his apparent cowardice, of his sheer delight in make-believe—his refusal to take anything seriously, of his zest for life. Discuss his relations to the Prince. Why was the rejection of Falstaff by Henry V a dramatic necessity?

SIXTH MEETING

Date..... Place.....

General Topic: Comedy of Fantasy: A Midsummer Night's Dream

Shakespere wrote two plays of *faerie,* both, it is highly probable, for special occasions: *A Midsummer Night's Dream* at the beginning of his career and the *Tempest* at the end. Each as a *piece d'occasion* is well-nigh perfect, but whereas the first is little more than a lovely spectacle, the latter—no less pleasing as spectacle—is crowded with a mature, kindly philosophy of life.

The exact date of the *Dream* is a bit puzzling, but most critics agree that it was written in 1594-95. This date places it not at the beginning but early in his career as dramatist. In the plays that precede it we find Shakespere imitating and experimenting and collaborating with older hands; in the *Dream* and in the other plays which belong to the same years we find him writing with ease and sureness, having mastered the element of his craft. The dramatist knows exactly what he wants to do and, what is perhaps more important, he knows how to set about doing it. He wants first of all, of course, to write a play which will serve as fit entertainment at the marriage celebration of some noble. He must link up whatever he does with the occasion. This is done, it may be noted, in the first act and in the last. He works into a single play three widely divergent groups of characters—the lovers, the rustics, the fairies—and does it so skilfully that the spectator (or reader) is hardly conscious of the success with which he has solved this problem. The lovers of course provide the main thread of the story; Bully Bottom and his worthies furnish the hearty laughter of low comedy in their efforts to entertain the Duke and his bride and in their amazing experience with the fairies; the fairies complicate the action of the other two groups, thus binding them together, and provide the dramatist with a graceful and fitting end, a conclusion which not

only ends the action of the play with a happy turn of fancy and fairy charm but compliments the two real lovers and their friends who have been watching the entertainment.

FIRST PAPER: By.....

Subject: SHAKSPERE'S AND BARRIE'S FAIRIES.

a. Function in the play.

1. Connection with main-plot, with sub-plot.
2. To lend a graceful conclusion.

b. Compare with Barrie's fairies in *Peter Pan,* with Greene's in *James IV;* contrast with the fairies in *Merry Wives of Windsor.*

c. Read Mercutio's speech on Queen Mab (*Romeo and Juliet,* I, iv).

SECOND PAPER: By.....

Subject: OCCASION AND PLOT.

1. It has been suggested that the *Dream* was written for a marriage festival, perhaps that of the Earl of Derby. Point out in the play itself elements which indicate its occasional nature (see Baker, pp. 184-185): The prominence of the marriage of Theseus in the setting, the general masque-like character of the whole, the virtual epithalium at the end, etc.

Discuss briefly its probable date of composition and publication.

2. Note that in reality the play has all the ear-marks of the romantic-comedy type—fused into a dramatic whole are a double love story and three groups of characters.

Indicate briefly the different plots. Study carefully the relations of each plot to the others. Point out the unifying element. Account for the slightness of the story of the lovers.

THIRD PAPER: By.....

Subject: A SHAKSPEREAN THEORY OF LOVE.

A dramatist or novelist's ideas on love are always interesting. What seems to be Shakspere's general idea? In this play it seems to be that love is a spell. Read the passages which suggest this (particularly those in Act IV, 11. 349 ff, and Puck's speech, "Lord, what fools these mortals be" in III, ii).

State briefly, illustrating by reading short passages from the plays, the theory of love expressed in *As You Like It* (unromantic love on the part of Touchstone, sensible though romantic love on that of Rosalind); *Romeo and Juliet* and the *Tempest* (love at first sight and the service of love); *Antony and Cleopatra* (where love becomes a terrible disintegrating passion); *Henry IV, Part I* (for relations between Hotspur and his wife).

SEVENTH MEETING

Date..... Place.....

General Topic: Romantic Comedy: As You Like It

During a period of about seven years—from about 1594 to about 1601—Shakspere produced a series of five romantic and poetic comedies which places him in the very front rank of the world's writers of comedy—*A Midsummer Night's Dream, Merchant of Venice, Much Ado About Nothing, As You Like It,* and *Twelfth Night.* When Shakspere began to write for the stage he had certain definite and well-defined models to follow in the chronicle history play and in tragedy. Such was not the case in comedy. There was in the first place a certain development of the old-time popular comedy based on broadly farcical material and full of buffoonery and horse-play. In the second place there was the court comedy of John Lyly and others, clever, sophisticated, artificial. Finally, there was the cultivated tradition of Latin comedy, Plautus especially. There was no single, well-defined form; and there was no comedy of manners and no romantic comedy.

Comedy, in fact, has never lent itself to critical dogmatizing as tragedy has, perhaps because, as John Palmer puts it, "We laugh in different languages . . . . . and in the kingdom of comedy there are no papers of naturalization." But we may profitably generalize a bit before we go further into the comedies themselves, and say that, speaking in the broadest terms, comedy falls naturally into two rough classifications: (1) Low or farcical comedy, and (2) high or thoughtful comedy. The former is characteristic of the child, and of childlike minds whatever their age; the latter, of mature minds. Dogberry and Verges, Bottom and his crew, the Grave-diggers in *Hamlet*—these are characters of low comedy. Beatrice, Rosalind, Viola—these are characters of high comedy, or, to name a subdivision of high comedy, of romantic comedy.

This form—romantic comedy—was very largely evolved by Shakspere and perfected by him. *As You Like It* and *Twelfth Night* are perfect examples of the form in which the union of poetry and comedy was consummated. They offer the reader or spectator a happy escape from the grim realities of this world. We welcome the dramatist's invitation:

> "Who doth ambition shun,
> And loves to lie i' the sun,
> . . . .
> Come hither, come hither, come hither!
> Here shall he see
> No enemy
> But winter and rough weather."

These plays may be said to be characterized by their lightness of tone, by the presence of very real characters who move amid unreal surroundings—the Forest of Arden, for example, and the seacoast of Ilyria—by their air of romance, by the way in which two or more plots are fused into a single dramatic whole.

First Paper: By.....

Subject: Romantic Comedy of Shakspere and Barrie.

a. Define the term "romantic comedy."
b. Account in so far as you can for its popularity on the Elizabethan stage; for its absence from the modern stage.
c. Definitely state the elements in *As You Like It* which make it a romantic comedy.
d. Compare with Barrie's *The Admirable Crichton,* outlining the plot of the latter and reading scenes from it.

Second Paper: By.....

Subject: Rosalind as Heroine of Romantic Comedy.

In the romantic comedies of Shakspere's contemporaries the story element was of prime importance, and the Elizabethan audience undoubtedly demanded a good story. But note that Shakspere's interest here—as elsewhere in his plays—is largely in his charac-

ters. Are we interested in the romantic plot (which is hastily brought to a rather absurd close) or in the delightful Rosalind, the sprightly Touchstone, the "humorous" Jacques?

Rosalind is one of Shakspere's dreams of fair women. Study the character carefully. There is nothing subtle or complex about Rosalind. She is simple, direct, generous, sensible, and entirely lovable; and she is the play. Everything revolves about her. Study her in love and out of love. Compare and contrast her with Celia. Read speeches and scenes to illustrate.

DISCUSSION. Led by.....

a. Jacques . . . dramatic function . . . character . . . as vehicle for satire . . . attitude of other characters towards him.

b. Evidences of haste or carelessness on part of the dramatist. Note especially Act V.

c. Enumerate the actions of plots of the piece, the different groups of characters. Which are principal and which subordinate? How are they linked together?

d. The pastoral element . . . how used . . . note Touchstone's satire of it in his conversation with Corin, III, ii.

e. Comment on the "disguise", remembering that in Shakspere's time the part of Rosalind (as all other female characters) was taken by a boy. Note the bewildering confusion in the matter of sex in the epilogue.

EIGHTH MEETING

Date..... Place.....

General Topic: Romantic Comedy: Twelfth Night

Twelfth Night differs from the three earlier romantic comedies—one of which we have just considered, *As You Like It,* one of which we shall next consider, *Much Ado About Nothing,* while the third, *Merchant of Venice,* is familiar to all—in the fact that its sub-plot is essentially comic rather than semi-tragic. In the hands of certain interpreters, to be sure, the character of Malvolio assumes something of tragic futility; but we may feel sure, I think, that Shakspere did not intend the character to be taken this way. Malvolio is the perfect ass and is to be laughed at. He is too shallow and superficial to suffer deeply as a tragic character must suffer. If one can appreciate only low comedy one may laugh at the practical jokes played on him by his tormentors; if one appreciates high comedy one not only laughs at the practical joke but thoroughly enjoys—and this enjoyment is the keener—the laughter-provoking contrast between what Malvolio really is and what he thinks he is. All of which is only another way of indicating the chief difference between low and high comedy.

Twelfth Night also differs from *As You Like It* in having a certain note of robust vigor, a certain hearty gusto, that is carried into the tone of the piece by Sir Toby Belch and Maria. Here we have in the sub-plot, not a melancholy Jacques, a shrewd witty Touchstone, a pastoral group of shepherds, but the very much alive, contemporary figures, of Olivia's boisterous kinsman and her jest-loving serving-maid. Perhaps, as one critic has suggested, it is just because the serious episodes are few and comparatively unimportant that *Twelfth Night* has more harmony of tone than the other romantic comedies possess. Perhaps Shakspere himself felt this lack in the others and strove consciously to remedy it in this.

At any rate, the play, while it is as "romantic" as the others, shows every evidence of careful construction. It is a good play upon which to base a study of Shakspere's dramaturgy. Note, as you review the play in your mind after reading it, how definitely the main plot and sub-plot are demarked and yet how closely they are interwoven. Olivia is the "key character" in the *dramatis personae;* in her the two plots are inextricably united. Note also how direct the action is, how simple and clear the exposition, how rapidly the play gets under way, how entirely satisfactorily—from a fairy-story point of view—the dramatist arranges things at the close so that all may live "happy ever after" —all except Malvolio, that is.

FIRST PAPER: By.....

Subject: PLOTTING AND CHARACTERIZATION.

a. Plot:

1. Trace the two plots and indicate each briefly.
2. Note how carefully these plots are joined together. *Twelfth Night* has real organic unity.
3. Note the rather long first act. By the end of the act the ex position is complete.
4. Compare the close with that of *As You Like It.*
5. Locate definitely the climax.

b. Characterization.

1. Indicate the different character groups.
2. Note how quickly each character is indicated. We receive a very definite impression with the first entrance, the first speech.
3. How often is character revealed in asides? Note that these are in effect short soliloquies.
4. The characters in the comic subplot will repay careful study. Maria, for example, is delightfully done. She is more exuberant than Gina Eckdall.

SECOND PAPER: By.....

Subject: SHAKSPERE'S SATIRE.

Shakspere's satire, of which many examples are to be found in this play and in *As You Like It,* is never bitter, as is that of Swift; but it is often fanciful, as in Anatole France, and it is often rollick-

ing, as in Chaucer and Ring Lardner and Donald Ogden Stewart. It is serious and simple and direct. Not infrequently it has a decided intellectual content (as in Touchstone's speech, V, iv, 95 ff.), sometimes it becomes sheer burlesque (as in the Pyramis-Thisbe play staged by Bottom and his fellows).

In this play Shakspere unmercifully satirizes the officious reformer, the egregious busy-body, in the character of Malvolio, to whom Sir Toby propounds the timely question: "Dost thou think that because thou art virtuous there shall be no more cakes and ale?"

In *As You Like It*, examples of Shakspere's satire may be found in II, ii, 11-171; III, iii, 427-445; V, iv, 94-108. Other examples may be found and commented upon.

NINTH MEETING

Date..... Place.....

General Topic: Comedy of Manners: Much Ado About Nothing

"Comedy," wrote George Meredith, "is the fountain of common sense." "Laughter," says Henri Bergson, is "society's safety valve." To the man who views Life emotionally, Disraeli once declared, Life is a tragedy; to him who views it intellectually, a comedy.

Now these writers are all speaking of a certain type of comedy—the comedy of manners, in which emphasis is placed upon wit and dialogue, in which the laughter of the reader or spectator is essentially intellectual, the "thoughtful laughter" of Meredith's essay ("the test of true comedy is that it shall awaken thoughtful laughter"). Furthermore, this witty dialogue must be carried on among representatives of a civilized and highly sophisticated society. Falstaff, perhaps the greatest comic creation in English drama, is not and could never be a character in a comedy of manners, in spite of the fact that he is witty and the cause of wit that is in other men, for the reason that he is not the social equal of the characters in the comedy of manners. He could never engage in the "merry war", the battle of the wits, that is being carried on between Benedick and Beatrice at the opening of the play. In the company of Algernon and Jack (in Wilde's *Importance of Being Earnest*) he would be like the bull in the china shop.

Shakspere wrote no *pure* comedy of manners, but he anticipated the type. *Measure for Measure* opens in the comedy of manners spirit, and in the Benedick-Beatrice plot of *Much Ado* there is a very definite hint of the path this type was to take later. Shakspere's attitude was never essentially critical and intellectual (as the attitude of the writer of comedies of manners must be, as was that of Moliere, for example, or Congreve). Shakspere was too human—to put it that way; he was too exu-

berant. He became personally interested in his characters in a sympathetic way. The result is that we do not laugh *at* Falstaff, we laugh *with* him. As one writer has expressed it: "Shakspere was too eagerly sympathetic, too easily touched into emotion, too speedily pricked into a fellow-feeling" with his characters to sustain the intellectual detachment of a writer of comedies of manners.

First Paper: By.....

Subject: Comedy of Manners: Much Ado and Wilde's Importance of Being Earnest Compared.

a. Definition.

b. Illustration from one or more of the following: Wilde, *Importance of Being Earnest;* Congreve, *Way of the World;* Moliere, *Tartuffe,* or *The Learned Ladies;* Langdon Mitchell, *The New York Idea;* H. A. Jones, *Mary Goes First.*

c. Elements of comedy in *Much Ado.*

Note that both Benedick and Beatrice are intellectual types and that they meet on a plane of freedom and equality.

What is the "merry war" between them? This is comedy of manners.

Note also that it is the unmitigated conceit of Benedick which insures the success of the plot against him in II, iii. This is pure comedy of manners.

Where does this play fall short of comedy of manners?

Second Paper: By.....

Subject: The Character Groups.

Note the careful balance which Shakspere preserves in this play. The bustle and action of the Hero-Claudio plot (which is pure romantic comedy) is balanced by the dialogue of the Benedick-Beatrice plot.

This is a good play in which to study Shakspere's dramaturgy:

1. Characterization:
   - *a.* How many groups of characters are there? How are they related?
   - *b.* Account for the slight characterization of Hero and Claudio.
   - *c.* How much of the characterization is direct (i. e., by the character himself, by what he says and does) and how much is indirect (i. e., by what others say of him)?

2. Plotting:
   a. Indicate the different plot threads. Note that you have a comedy of manners element, a romantic comedy element, and a low comedy element. Which of these is the most important, which is the main plot?
   b. How are these various interests related?
   c. In which are you most keenly interested? In which is it most likely that Elizabethans took the most delight? Justify your opinion.
3. Dialogue:
   a. Good dialogue must be character-revealing; it must be interesting and entertaining; it should advance the plot. Analyze the dialogue of *Much Ado* with these three points in mind.

DISCUSSION. Led by.....

a. Discuss the villainy of Don John and Borachio. How is it robbed of tragic effect?
b. Discuss the time element. How many days elapse during the action? How many days are actually shown?
c. Study the characterization of the figures in the low comedy group. How are they like Bottom and his companions? How different?

TENTH MEETING

Date..... Place.....

General Topic: Tragedy of Fate: Romeo and Juliet

Romeo and Juliet stands a bit apart from Shakspere's other tragedies. It is the young dramatist's first significant tragedy. It was on the stage we know sometime between July, 1596, and April, 1597, and may have been written in 1594-95. Furthermore, the frequency of the rhyme, the lyrical quality of the poetry, the abundance of verbal quibbling all point to an early date.

But what separates it even more sharply from the later tragedies is the conception of tragedy behind the piece itself. As Mr. Allardyce Nicholl has pointed out, this is a tragedy of fate. In it we do not find the sane, philosophical attitude to life which is revealed in the later tragedies, but a lyrical pre-occupation with love and fate and death, a heartbreaking cry against an existing order which makes such things possible, a young writer's passionate plea for youth and laughter and love. Shakspere, we may conceive, was in the mood which prompted Alan Seeger's "I have a rendezvous with Death", and Keats' "Ode to Melancholy."

Youth and beauty and love, pitted against convention and society and—greatest and most heartless of all—fate, lose the fight. Romeo and Juliet lie cold in death, not because of any "tragic flaw" in either of them (for only a very bookish and coldblooded critic would argue that Romeo and Juliet married without their parents' consent and therefore must suffer. In our hearts we know this to be false. Romeo and Juliet could have acted in no other way than they did). It is because blind fate wills it so. They are "a pair of star-cross'd lovers" caught in the toils of a great passion, "a death-mark'd love". Their tragedy is a Tragedy of Incompleteness, a Tragedy of Fate.

First Paper: By.....

Subject: Shaksperean Tragedy.

A brief discussion of certain underlying principles of Shaksperean tragedy which will be helpful in reading the later tragedies, with reference to the Greek conception of tragedy and to the modern.

a. The cardinal point: Universality of the emotions.
b. The grandeur of spirit and character.
The hero: Characteristics, position in the state, the "tragic flaw" (i. e., the defect in character which brings ruin upon him).
c. The sense of noble purpose and lofty morality.

SECOND PAPER: By.....

Subject: ROMEO AND JULIET AS A TRAGEDY OF FATE.

a. Collect evidence from the play itself to show that it is a tragedy of fate, such, for example, as that contained in the Prologue, in Juliet's speech (II, ii, 11.116-124), Romeo's speech (III, i, 141), "Oh, I am fortune's fool", Act. V, where it is not even Fate but Chance governs all, etc.
b. Note that chance and fate both operate against Romeo and Juliet.
c. Note that Shakspere himself never "takes sides". He utilizes the sense of fate, to be sure, but he never employs any direct intervention in human affairs on the part of the gods. *Romeo and Juliet,* furthermore, is the only play in which fate operates on the main plot so as to bring about the catastrophe.

THIRD PAPER: By.....

Subject: JULIET AS TRAGIC HEROINE.

a. One critic—an Englishwoman—has declared that Juliet "dominates the play, not as a motive-power, but as a person." Do you agree?
b. Discuss briefly Juliet's personality and character. Has she elements of greatness? Is her rôle in the drama active or passive?
c. Study the dialogue of hero and heroine. As the play progresses, as their love deepens, the language becomes simpler and more direct (though, it should be noted, none the less beautiful.)

DISCUSSION. Led by.....

a. The lyrical quality of the play. Scenes and passages should be read.
b. Some of the minor characters:
Mercutio Tybalt
The Nurse Friar Lawrence (a common sense chorus)
c. Chance: Miscarriage of the letter. Is it convincing?
d. Atmosphere of the play (note that it is not of England, but of Italy).

ELEVENTH MEETING

Date..... Place.....

General Topic: Antony and Cleopatra

Shakspere wrote *Antony and Cleopatra* after he had written the great tragedies which we shall consider later; but in it, while there are many evidences of maturity, we find the dramatist reverting to the earlier chronicle form of play. Structurally, *Antony and Cleopatra* is closer to the history plays than to the great personal tragedies which it followed in composition. In it Shakspere dramatizes Plutarch in much the same casual, narrative manner with which he dramatized Holinshed. Its forty-two separate scenes unroll before our eyes like a vast panorama (indeed, the structure of the play is surprisingly similar to the structure of many cinema scenarios popular with movie audiences today). Its division of interest (the play seems to have two catastrophes, the death of Antony at the end of the fourth act and the death of Cleopatra at the end of the fifth) is similar to that in, say, *Henry IV, Part I.* It is the longest of Shakspere's tragedies, and there is much evidence to show that it is his most hastily constructed.

But with all its structural defects, and in spite of not a few dull passages, it remains a play of great depth and power, an epic of passion, a dramatic poem in which love is a force of terrible and tyrannic power. This love, it should be noted, is erotic, and—unlike the love of the other plays—an entirely destructive passion. That it is a "guilty love" is quite beside the point, for Shakspere is not concerned here with the moral judgments of conventional society. He is interested in the problem: Given a woman of Cleopatra's undeniable charm and fascination, given a man of Antony's susceptibility and fire, given a certain situation and set of circumstances—what is the result? His interest here, as always, is primarily in character, in the action and interaction of character upon character. As in *Troilus and Cressida* his interest was in the characters of Troilus, Cressida, and Padarus—and

not in the events of the Trojan war, which are indeed hardly more than "scenery"—, so in *Antony and Cleopatra* his interest is in the characters of the protagonists—and not in the march of great military and political events which are hardly more than a brilliantly-colored tapestry before which the chief characters act out their play.

As you read the play, note the great variety and number of scenes and the rapidity with which they follow each other (review in your own mind the conditions of the Elizabethan stage and strive to realize the play as a rapidly moving series of closely related events); pay particular attention to the characters of Antony and Cleopatra themselves, noting development in each case; mark those passages which appeal to you for their poetical beauty or their dramatic fitness.

FIRST PAPER: By.....

Subject: CLEOPATRA.

A great divergence of opinion exists as to the character of Cleopatra. Arthur Symons declares her to be "the most wonderful of Shakspeare's women." Alden agrees with this judgment and calls her "Shakspere's achievement in realizing concretely a general concept of character." Schücking, however, is disturbed over what he considers to be a serious flaw in characteriztion—the lack of harmony between the Cleopatra of the early scenes and the Cleopatra of Act V. The first Cleopatra, says Schücking, is a highly accomplished, fascinating courtezan, but nothing more; the Cleopatra of Act V is essentially noble:

> "Give me my robes, put on my crown; I have
> Immortal longings in me."

Attempt to reconcile, from the text itself, these two Cleopatras. Base your study upon demonstrable facts; illustrate from the text itself.

SECOND PAPER: By.....

Subject: SHAKSPERE AND DRYDEN.

In *All for Love or the World Well Lost* John Dryden reworked along "classical lines" the same material that Shakspere here handles. Contrast the two plays. Note that Dryden's play carefully ob-

serves the "unities." What does he gain by his compression and re-shaping? What does he lose? Which is the greater, the more moving, play? Why? Which play do you like best? Why?

Discussion. Led by.....

a. Contrast the Antony of *Julius Caesar* with the Antony of this play. Note that the former abounds in volition; the latter lacks this highly dramatic quality.

b. Alden declares: "This is Antony's tragedy . . . not Cleopatra's." Do you agree? Is it not rather, as the title implies, the tragedy of Antony and Cleopatra?

c. The character of Enobarbus. What is his function in the piece? What is his attitude in I, ii? Is his beautiful description of Cleopatra (in II, ii) in character? Trace the character on through the play.

d. Discuss the means adopted by Shakspere for gaining comic relief. Comment particularly upon the daring of the scene between Cleopatra and the countryman who brings the asp (compare the grave-digger scene in *Hamlet,* the drunken porter in *Macbeth*).

e. Do you agree with Bernard Shaw that the unquestionable sublimity of the final scene is a "theatrical sublimity" and that the pathos is "stage pathos"?

TWELFTH MEETING

Date..... Place.....

General Topic: Tragedy: Hamlet

The date of Shakspere's first draft of *Hamlet* is 1602, and it is the first of a group of four tragedies which place their author at the very head of world dramatists. So far in his career he had done nothing which might be taken as a promise of the great depth of power, the rare insight into character, the sure sense for high tragedy which mark this play. *Romeo and Juliet,* which immediately preceded the romantic comedies, likewise had no forerunner; but where *Romeo and Juliet* appeals to the heart and emotions, *Hamlet* adds to this appeal an intellectual and spiritual interest.

Hamlet, like *Romeo and Juliet,* is a tragedy of incompleteness, a tragedy of Unfulfilled Youth; but, unlike the earlier tragedy, it is not a tragedy of fate in the sense in which that term has been used in this study. Fate there is in *Hamlet,* but it is indirect in its action and but scant attention is paid to it. Character is here dominant and Hamlet's tragedy cannot be imputed to Fate but to Hamlet himself. Had he been able to act definitely and decisively on the ghost's adjuration to kill Claudius (as we may conceive Hotspur or Mercutio acting had either been placed in such a situation, as Laertes does act when placed similarly), there would have been no tragedy.

Why does not Hamlet act? It is a question over which quantities of critical ink have been spilled. Some critics declare that Hamlet was incapable of action, that he was the intellectual type whose intellectual interests have inhibited his power to act. Others see in his hesitation only another connecting link with the contemporary revenge tragedy, in which this hesitation to avenge the death of another was a conventional device. Still others shrug their shoulders and assert pragmatically that Shakspere had a five-act play to write and could not bring about the catastrophe until the final act.

Think about this question as you read the play and try to come to a definite decision for yourself. It is only one of a great many questions which have been raised over the play, which has called forth more critical discussion than any other drama in the literature of the world. And, like most of the other questions, it occurs only to the reader or student of the play, or to the spectator after he has left the theatre. On the stage the play goes with fire and swift rapidity. There is no time or inclination for analysis. The spectator is interested, not in the question why he does not act, but in seeing how he will act and when.

As you read the play note also the character contrasts: Hamlet and Horatio, Hamlet and Laertes, the dead King and Claudius; the character of Ophelia (is the modern, idealistic interpretation of her as a pure, simple-hearted, devoted girl what Shakspere intended? Or is she part and parcel of the corrupt court?); pay particular attention to Hamlet's soliloquies and after you have finished the play go back and read them through again consecutively. You will find that they offer an almost choral comment on the action.

First Paper: By.....

Subject: A Modern Hamlet.

Hamlet has recently been presented in London and New York in modern costume. Hamlet himself wore, in the earlier scenes of the play, a neatly-tailored business suit; in the later scenes he wore "plus-four" knickers. Laertes and Horatio wore "Oxford Bags." Ophelia had bobbed hair. The king and Polonius appeared in the conventional dress of our own time. The intent of the producers was to present a *Hamlet* stripped of the conventional historical staging and costuming, to bring *Hamlet* home to the modern mind. It was a serious intent, and it was seriously received by the critics and the public.

This interesting experiment furnishes additional proof that *Hamlet* is a play for all time, that Hamlet himself is "modern". One does not have far to look in order to find his descendants in the political life of our own time; and though blood-revenge has gone out of fashion, Hamlet's problem is one which, in its fundamental principles at least, confronts every man.

Study the character of Hamlet from this point of view. What in it is "modern"? What gives it this universal appeal? Is there anything that is not modern? You may even apply twentieth century psychology, as certain critics have done.

SECOND PAPER: By.....

Subject: HAMLET AND GHOSTS.

Hamlet is the great tragedy of Elizabethan times. *Ghosts* is the great tragedy of our own time. In both "the time is out of joint", in both there is "something rotten in the state of Denmark", in both the whole atmosphere of the play is unhealthy. In the one there is the ghost of heredity, in the other the visible ghost of a murdered man; in the one the victim is not strong enough to kill himself before he goes mad, in the other the victim is not strong enough to kill his father's murderer; in the one the victim's mother is weak and is influenced by her husband's pastor, in the other she is weak and is influenced by her husband's murderer.

But while these plays resemble each other in several important respects, they are very dissimilar in other respects. Contrast the technique and stagecraft of the two, characterization, plotting, dialogue, etc.

THIRD PAPER: By.....

Subject: THE SOLILOQUY.

Shakspere uses the soliloquy to tell his audience what a character is thinking and to inform us of what a character is going to do—to characterize and to keep us informed as to his plot—and not infrequently these two functions are united. Hamlet's first soliloquy (I, ii, 129-159) is of the first sort; his third important soliloquy (II, ii, 591-651) is of the last sort.

In any case the use of the soliloquy presupposes a more intimate relation between actor and audience than that which exists in the modern theatre.

Study Shakspere's use of the soliloquy:

(1) In the other plays taken up in this course.
(2) In *Hamlet.*

DISCUSSION. Led by.....

a. Hamlet is "the tragedy of a family" (Kittredge).

b. The character of the king (note differences between speeches of

Claudius and those of Richard III; Claudius is not a conventional villain).

c. The character of Ophelia.

d. Show the contrast, along many lines, between Hamlet and his environment.

e. Renaissance melancholy—Hamlet and Jacques (See Schücking: *Character Problems,* pp. 153-169).

f. Point out that each of the deaths in the play is in some way related to Hamlet's weakness and failure.

THIRTEENTH MEETING

Date..... Place.....

General Topic: Tragedy: Othello

Stripped bare of all poetic and dramatic accouterments, the plots of Shakspere's great tragedies read like penny-thrillers, like cheap sensational melodramas. *Hamlet* is the story of a young man who killed the murderer of his father and got himself and others killed in doing it; *Othello* is the story of a Moorish general who strangled his beautiful and innocent wife and then, when he realized his terrible mistake, killed himself; *Lear* is the story of a rather sordid family quarrel, in which the good as well as the evil characters die violent deaths.

But these plays are not melodramas; they are great tragedies. Shakspere took what he found ready at hand—chronicle-history and Senecan tragedy—and by the genius of his poetry and his deep, sympathetic insight into character raised blood-and-thunder melodrama to the plane of high tragedy. Tragedy (it is a commonplace of criticism) involves a struggle, a clash of wills. But so does melodrama. Tragedy, to rise above the level of mere melodrama, requires something more; and that something is expressed in terms of character. The great writer of tragedy makes of us "God's spies." We are permitted to watch, not only a stirring set of events and incidents, but the inner play of motives and secret desires and hidden ambitions. We see not only into the intricacies of the plot but also into the far subtler intricacies of character. We watch the development of character, and realize that character is fate and that the plot is what it is because the characters are what they are.

In *Hamlet* Shakspere was interested not primarily in the revenge motif, but in the reactions of a very complex character to his environment; in *Othello* we find him interested, not primarily in the rattling good tale which he is unfolding, but in the simple character of a frank, direct man of action and in the reaction of that character to a given situation. Othello is as dif-

ferent from Hamlet as night and day. In *Hamlet* the protagonist's struggle is with himself; in *Othello* it is with another character. The struggle here lies between two temperaments. Remove Iago with his plots and plans and lies and there is no tragedy. Iago is, we see, the mainspring of the action. Othello is, of course, the hero of the play; but he shares our interest with Iago, whose character is set before us with consummate skill and who is perhaps the "most perfect" villain in all dramatic literature. This fact, coupled with the fact of the heart-breaking poignancy of the whole and the fact that the only character of any intellectual power is essentially evil, has led to a great diversity of critical opinion. Thus, to take two examples, Macaulay declared the play to be "perhaps the greatest work in the world", while the editor of the *New Variorum Shakespeare,* has asserted: "I do not shrink from saying that I wish this tragedy had never been written."

As you read the play, pay particular attention to its structure, for it is one of the most carefully plotted of all Shakspere's plays (technically it is well-nigh perfect); to the characters of Othello, Desdemona, and Iago, and the subtle, sure way in which each is presented; to the atmosphere of inevitableness which is created; to the details of Iago's plot against Othello; to Othello's reactions to the suggestions put in his mind by Iago.

First Paper: By.....

Subject: The Psychology of Jealousy.

Jealousy, Iago tells Othello, is "the green-ey'd monster which doth mock the meat it feeds on." And Emilia assures Desdemona that jealous persons

> ". . . . are not ever jealous for the cause,
> But jealous for they are jealous: 'tis a monster
> Begot upon itself, born on itself."

Trace through the play Shakspere's discussion of the nature of jealousy; follow carefully the subtle machinations of Iago.

You may compare this study of jealousy with that found in Clyde Fitch's play, *The Girl with the Green Eyes.*

SECOND PAPER: By.....

Subject: SHAKSPERE'S DEEPEST-DYED VILLAIN.

a. Contrast and compare Iago with Richard III, with Don Juan in *Much Ado,* with Edmund in *Lear.*
b. Study the motivation for his villainy. This is revealed for the most part in the series of ten soliloquies, which will repay careful analysis.
c. Characterization: Self-revelation by others (note that the other characters think rather highly of him); by action.
d. Compare with Moliere's greatest villain, Tartuffe.

THIRD PAPER: By.....

Subject: DESDEMONA, A SWAN-MAID.

The story of the play is essentially that of the swan-maid myths, of *The Immortal Hour, The Forsaken Merman, The Second Mrs. Tanqueray*—all tragedies of the alien bride whose race and speech and thought are not her husband's. The love of Desdemona and Othello is a noble love, and eventually, we feel, would have broken down the barriers of race and temperament and thought. But time is not allowed for that. Desdemona follows Othello into what is exile for her, and the machinations of Iago have already begun. She is not a strong character. That she has a will of her own we know from the stand which she makes for and with Othello; but she does not exert that will again. She is blinded by her own innocence; and it is, to a certain extent at least, true that "Desdemona, as noble as she is, ruins Othello."

DISCUSSION. Led by.....

a. Where is the climax of the play? Note that it occurs late. Why?
b. Note all the important ways in which our sympathy and admiration are won for Othello.
c. Discuss the double time scheme for the play.
d. Enumerate the dramatic accidents in the play (the lost handkerchief episode is perhaps the chief one).
e. The character of Emilia.

FOURTEENTH MEETING

Date..... Place.....

General Topic: Tragedy: Lear

A French critic of the drama once declared that there are three classes of playgoers: the crowd, which demands action; women, who demand emotion; and thinkers, who look for character. The great dramatist meets this threefold demand. Shakspere is so universal in his appeal that his plays still grip the attention of the crowd, furnish emotion a-plenty, and with their problems in character still intrigue the minds of thinking men and women the world around.

Lear aptly illustrates this universal appeal. Here is a story founded on an impossible but interesting situation and full of melodrama; here is emotion that is heartbreaking in its intense pathos; here is presented a thoughtful view of life. It is conceived and executed on a vast scale, and for this reason, among others, it is less effective on the modern stage than it is in the library. Shakspere has not even localized the action for us. It is "somewhere in Britain" (most of the stage directions are interpolations of modern editors), and that Britain is not our Great Britain or even Shakspere's England but the "Britaine" of Holinshed's *Chronicles*: "Leir the sonne of Baldud was admitted ruler over the Britaines in the years of our world 3105, at which time Joas reigned in Juda."

Perhaps this remoteness adds to the terror of the piece, for it adds to its universality. As Professor Alden has pointed out, the theme of *Lear* is "the perpetual common tragedy of the cruelty of youth to age," a theme which is worked out with a terrible sense of finality by the poet. In the earlier versions of the story —in Geoffrey of Monmouth, in Holinshed, in Spenser—the story has a happy ending. In the seventeenth century Nahum Tate revamped the play and gave it a happy ending, and Tate's version held the stage for nearly a century and a half. Shakspere's version is the only one which ends unhappily. Why? What does the play mean? What is its moral?

There have been many answers. It seems to the author, however, that the only "meaning" to be found in the play is that life is vastly interesting and complex and intense; the only "moral" to be drawn from it is that it rains on the just and the unjust. It should be noted that not one of Shakspere's great tragedies ends on a minor note, not one leaves the reader or spectator with a distaste for life. Hamlet dies and sweeps others to death along with him, but there is Fortinbras standing by ready to carry on; Macbeth suffers, but his death does not mean the end of Life; Othello in his blindness kills his innocent wife and stabs himself, but that does not end the state of Venice. The Individual after all is not greater than Life—a fact which in these days of piping humanitarianism we are apt to forget; and Life is cruel and relentless and inexpressibly sweet.

Shakspere, I imagine, would have no patience with those critics who plead for Cordelia's release on the ground of "poetic justice". Or with those who seek to have Lear's life spared to live quietly with Cordelia, whom he has now learned to love after so much anguish and suffering, and with her to "pray, and sing, and tell old tales, and laugh at gilded butterflies." Life, one can imagine the Globe dramatist saying, is terrible and cruel and sweet; but it is not all; it is not, in the final analysis, important. It is not so important as truth, and beauty, and honor, and nobility of character. And he might add that life is sweet and desirable because it refuses to be systematized and laughs with the mocking laughter of Dunsany's gods at dogmatic philosophies and theologies. Lear and Othello sin and suffer for their sin; Cordelia and Desdemona do not sin, yet they suffer also. And in the end, in the two tragedies just mentioned, love triumphs over the deep conspiracies laid against it.

As you read the play, note its structure. This is the only tragedy with a distinct underplot. Note how this underplot is made to parallel the main plot (even the atrocious scene of Gloucester's torture is made to set off the terrible mental and spiritual suffering of Lear) and how closely the two are connected. Note how the characters form two well-defined groups, those who love and those who hate. Trace references to Fate and attempt to

formulate for yourself the philosophy of life expressed by the play. Note that although Cordelia is on the stage a comparatively short time, she is perfectly characterized. Study carefully the speeches of the mad Lear; note the change that comes over him. The Lear of Act I is incapable of the speech delivered in Act II, iv, 28-36, or that in IV, vi, 97-107.

FIRST PAPER: By.....

Subject: LEAR AND CORDELIA.

The tragedy really centers in the relationship of these two characters. It opens with their separation; it closes with their reunion. Each of them is perfectly characterized, Lear at considerable length, Cordelia very briefly yet very completely. Analyze each carefully. Note how successfully Shakespeare uses the method of contrast in characterizing each.

Cordelia is much like Kent in her stubbornness. Do you think she has been overpraised by enthusiastic critics?

What is Lear's "tragic flaw", his greatest folly? What is there about him that raises him from only "a fond old man" to the heights of tragic greatness? Trace carefully the steps in the disintegration of his mental powers. Compare the Lear of Act V with that of Act I.

SECOND PAPER: By.....

Subject: THE PHILOSOPHY OF LEAR.

Practically every important character in the play gives expression, at one time or another, to a certain philosophy of life. With Edmund it is "Men are as the time is"; with Gloucester,

"As flies to wanton boys are we to the gods,
They kill us for their sport";

with Kent,

"It is the stars,
The stars above us, govern our condition";

with Edgar,

"Men must endure
Their going hence, even as their coming hither;
Ripeness is all."

Collect as many examples, such as the above, as you can. See if they can be harmonized.

Professor Bradley says this is "certainly the most terrible picture Shakspere painted of the world". Do you agree? Why?

The pessimism of this play may be compared with that of Thomas Hardy's *Tess of the D'Ubervilles* and *Jude the Obscure.*

THIRD PAPER: By.....

Subject: SHAKSPERE'S FOOLS.

When Shakespere began work, the Fool was a stock dramatic figure. His treatment at the hands of other dramatists was wholly conventional. He was sometimes a witty but always a practical joker who furnished the horseplay in the piece. In Shakespere's hands the fool became a thinking being, and often it is the fool who is the wisest man in the play.

a. In comedy. Touchstone is the star, but attention may be given to Costard in *Love's Labor Lost,* to the two Dromio's in *Comedy of Errors,* to Launce and Speed in *Two Gentlemen of Verona,* Feste in *Twelfth Night,* to Pompey in *Measure for Measure,* to the Clown and Autolycus in *Winter's Tale.*

b. In tragedy. Here the fool in *Lear* is prince. He is supported by the clown in *Titus Andronicus,* Peter in *Romeo and Juliet,* the grave-diggers in *Hamlet,* the clown in *Othello,* the clown in *Antony and Cleopatra.*

Trace briefly the development of Shakespere's use of the fool, and the different uses to which he puts the fool.

FIFTEENTH MEETING

Date..... Place.....

General Topic: Tragedy: Macbeth

Macbeth, the shortest of Shakspere's tragedies, is in its fundamental theme strikingly like *Richard III*; it is Shakspere's mature handling of the same problem. In each there is set forth the story of a strong man murdering to get a throne and then murdering to keep it until nemesis overtakes him in the person of the man whom he was not able to murder. In each there are ghosts. In each there is fulfillment of a promise made early in the play—in *Richard III* a curse is made effective, in *Macbeth* a prophecy is fulfilled.

The analogy might be carried further, for there are many other points of similarity; but when all is said and done the dissimilarity is even more striking than the similarity. *Richard III* is chronicle-history; *Macbeth,* which is also a chronicle-history (another point of likeness), is personal tragedy. The one belongs to Shakspere's period of imitation and experimentation, the other to his period of supreme achievement; the one is a Marlowesque, theatrically effective play, the other is (to use Prof. Alden's phrase) "Shakespeare's chief tragic gift to the world." The chief reason for this vast difference is to be expressed in terms of character, although matters of technique and poetic expression must also be considered. It is by the wonderfully superior delineation of Macbeth and Lady Macbeth that the play is raised above the plane of melodramatic chronicle-history.

These two protagonists are fit mates; where the one is weak, the other is strong. And both are sturdy of will, else there would have been no tragedy. Macbeth has abundant energy, great ability, a sharp, incisive imagination, and an ambition that o'erleaps itself. That is his "tragic flaw". Like Othello he is essentially a man of action; like Othello he has an open ear. Unlike Hamlet, he is not introspective. Lady Macbeth, unlike her husband, has no imagination. There is about her a certain mat-

ter-of-factness. Thus she suffers less than Macbeth, whose richer, more imaginative mind paints terrible pictures before his waking eyes. Lady Macbeth's conscience is active only when she is asleep. But as Professor Matthews has aptly remarked, "She is the better man of the two."

These two characters fascinated Shakspere, and upon them he expended all his best energies; but the minor characters of the play are never vague, shadowy "props". Each is sufficiently individualized by the poet to play the rôle assigned to him in the drama. Banquo and Macduff and Duncan and Lady Macduff—these are real, vital characters, with whom, it is true, we are less acquainted than we are with Macbeth and his stern, determined wife.

Technically the play has been praised by almost every critic who has written upon it. The fourth act may drag (Elizabethan fourth acts usually do), but the action in the rest of the play is breathless and hurries the reader on to a conclusion that is inevitable. Note the swift exposition, which not only introduces characters and explains the situation vividly, but also establishes at once the atmosphere of the play. Note the terrible rapidity with which the play gets under way, the almost overwhelming amount of action that is crowded into the first act. Almost before we realize it, Duncan lies sweltering in his own blood (note how the horror of this is enhanced by the fact that the actual murder is committed off-stage) and Macbeth is reaching out a blood-stained hand for the crown.

But action, atmosphere, dialogue are all subdued to character. Character dominates, and this play is only another presentment of the great philosophic truth that character is destiny.

FIRST PAPER: By.....

Subject: THE MORAL DISINTEGRATION OF MACBETH.

Fanny Kemble has called attention to the "appalling veracity with which the insidious approach of temptation is represented—its imperceptible advance, its gradual progress, its clinging pertinacity, its marring importunity, its prevailing fascination, its bewildering sophistry, its pitiless tenacity, its impious tyranny, and its final hidious triumph over the moral sense."

Trace carefully Macbeth's course. Note that Shakspere reveals to us the external influences at work but also the inner forces. Here as in all the great tragedies, there is an inner tragedy as well as an external one.

SECOND PAPER: By.....

Subject: LADY MACBETH.

The conventional interpretation of Lady Macbeth goes back at least to the days of Mrs. Siddons, one of the greatest of Shaksperean tragediennes: the tradition of a stalwart virago, dragooning her husband into the crime that is to make her queen. A recent critic, Miss Agnes Mure Mackenzie, has advanced the theory that Lady Macbeth is "very feminine, very plucky, and rather stupid; and her attitude to her husband is very precisely that of the ideal wife of the Victorians."

Which of these two interpretations seems to you to be the most plausible?

Read passages illustrating her matter-of-factness, her materialism, her courage, her loyalty to her husband, her ambition, her superb determination. Discuss the effect upon her of the crime; contrast it with the effect upon Macbeth.

THIRD PAPER: By.....

Subject: THE SUPERNATURAL.

Shakspere makes frequent use of the supernatural, both in comedy and tragedy. In doing so, he was only following a well-established convention of Elizabethan drama; but he followed this, as he followed other conventions, with a difference. In tragedy, for example, where other dramatists were introducing ghosts primarily for their theatrical effect, Shakspere's ghosts are closely allied with the inner tragedy of the hero. Similarly, the witches in *Macbeth* take on a deeper connotation than do the witches that appear in the other plays of the period. These witches, we feel, are in part corporeal, in part supernatural, in part the personified temptations of Macbeth himself.

1. In comedy: *Midsummer Night's Dream, The Tempest, The Merry Wives of Windsor.*
2. In tragedy: *Richard III, Hamlet, Lear, Macbeth.* (Note that the sense of the supernatural in *Lear* is quite as vivid as that in *Hamlet*; how is it obtained?)

DISCUSSION. Led by.....

a. The dialogue. Read passages which seem to you especially vivid, poetic, compact, characteristic. Note that there are no long soliloquies (as in *Hamlet*), no "set speeches" as in the chronicle-plays and some of the comedies (those of Jacques in *As You Like It,* for example).

b. Analyze the action of the play. Is the murder of Duncan the climax? If so, why is it placed so early?

c. What effect did the play make on you? Compare with that of *Romeo and Juliet, Antony and Cleopatra.*

SIXTEENTH MEETING

Date..... Place.....

General Topic: Shakspere's Farewell: The Tempest

To call *The Tempest* Shakspere's "Farewell to his art", to see in the character of Prospero an image of the dramatist, is, of course, dangerous and open to objection on the part of "scientific" critics (see particularly Schücking, *Character Problems,* Chap. 6). Frank Harris goes to one extreme and finds Shakspere in almost every character (and this, it need hardly be said, is absurd). The great French actor Coquelin once declared that Shakspere revealed himself in his plays three times only: In Romeo, where we find his youthful exuberance; in Hamlet, where we find him in the full flower of thoughtful manhood; and in Prospero, where we find him disenchanted and tolerant. However this may be (and of course it is after all only a matter of opinion), there can be no harm in considering *The Tempest* as Shakspere's farewell so long as we remember that there are other possible interpretations, and so long as we do not carry the method to its absurd conclusion.

Like the *Midsummer Night's Dream, The Tempest* seems to be an occasional piece (we know that it was performed at the marriage celebration of King James' daughter Elizabeth in the spring of 1613, but it may have been written as early as 1609); and it is the last significant piece of work which we have from the pen of the Stratford dramatist. Technically it is a dramatic-romance and belongs in the same category with *Winter's Tale* and *Cymbeline;* but where these two frequently do violence to our common-sense, *The Tempest* wins our immediate acceptance because of the presence of Prospero, a magician who easily establishes his temporary sovereignty over us. Thus the apparent impossibilities in the piece are furnished with a logical cause, and this disarms suspicion.

The Tempest is a fairy tale—what the French call a *feerie,* a type of which the latest poetic example is Maeterlinck's *Blue*

Bird—of which Miranda is the true heroine and Ferdinand the true prince who woos and wins her in the enchanted isle. Then, too, there is a usurping brother—a stock device always ready to the teller's hand. But under Shakspere's pen this fairy tale takes on the flavor of real life and the significance of philosophic thought. The plot is highly artificial and rather labored, it is true. Most of the characters, while less vivid than those in the great comedies and tragedies, have more veracity than the characters of the two other dramatic romances with which the *Tempest* is grouped.

FIRST PAPER: By.....

Subject: THE DRAMATIC ROMANCE.

In the dramatic romance, a type of play made popular during the latter part of Shakspere's life by Beaumont and Fletcher, anything can happen, and usually everything unexpected does happen. The action takes place in a realm of unreality where the unexpected always happens. Consistency of action and character is sacrificed for theatrical effect. Characters are suddenly transformed; striking situations follow each other in rapid and quite illogical succession; motives flame up and die down within a single scene. The spectacular is constantly striven for.

Discuss Shakspere's three dramatic romances (*Cymbeline, Winter's Tale, Tempest*) from the point of view of character, dialogue, plot, and spectacular element.

SECOND PAPER: By.....

Subject: THE POSSIBLE ALLEGORY.

One critic has pointed out that Stephano and Trinculo seem to represent a type of depravity produced by civilization; Caliban, the savage, the brute; Ariel, spirit, perhaps the forces of nature; Prospero, human intelligence as it masters nature.

Do you agree? Or do you find a different allegory in the play? Or perhaps no allegory at all? What is the difficulty in allegorical interpretation?

Third Paper: By.....

Subject: The Philosophy of the Play.

Matthew Arnold defined great literature as "the record of the best that has been said and done in the world." What is "said" in this play? What seems to be the philosophy of life expressed in the play (whether or not it was Shakspere's own philosophy of life need not concern you; we shall never know)? Deduce this from the play itself and sum it up in the simplest way possible, illustrating from the text.

SEVENTEENTH MEETING

Date..... Place.....

General Topic: Shakspere the Lyricist: Sonnets and Songs

Shakspere, it need hardly be said, was poet first and dramatist second; and we have watched the poet learning to be the dramatist. In the great tragedies and comedies we find the consummation of the union—the great poet-dramatist. In *Titus Andronicus* and the *Comedy of Errors* we have seen the poet carried away by the playwright; and in the early courtly comedies (*Love's Labor's Lost* and *Two Gentlemen of Verona*), as in *Richard II* we have seen the dramatist swamped by the poet. Today, remembering the beautiful lyrical passages scattered through the plays, let us consider Shakspere as a lyrical poet, as a singer.

With the Renaissance in England came the sonnet, brought over from Italy by Wyatt and Surrey. Once established in the "jewelled isle" it flourished. The fashion set by Petrarch in his sequence of 207 sonnets to Laura was adopted by English writers; and there was a glut of love-sonnets in the kingdom of Elizabeth. Every one, it would almost seem, tried his hand at composing sonnets, with the result that during the ten years 1590-1600 two thousand sonnets were put into circulation, twelve hundred of which were love-sonnets.

Thus it may be seen that Shakspere was again only following the literary fashion of his day when he composed the one hundred and fifty-four sonnets which today bear his name. Of their date, of their order of composition, of the persons to whom they were addressed, we know nothing; critical conjecture has been rife over these points for many years. We may assume, however, that they were written at various times from 1591-92 to 1609, in which year they were published. There is considerable support for such an assumption; whereas for any assumption as to the order of composition or the identity of "Mr. W. H." or "the dark lady" there can be only the merest conjecture.

First Paper. By.....

Subject: The Sonnets.

a. The sonnet:
1. Origins.
2. Form.
   (a) The Italian form.
   (b) The English form.

b. The sonnet cult of the Renaissance:
1. In Italy.
2. In France.
3. In England.

c. The sonnets of Shakespere.
1. Known facts concerning them.
2. Conjectures concerning them.
3. Read certain sonnets which appeal to you (Nos. 29, 73, 106, 116, for example) for their poetic excellence, others for the way they illustrate Shakspere's acceptance of certain sonnet conventions, others which illustrate the "story" of the sonnets.

Second Paper: By.....

Subject: The Songs.

Scattered through the plays there occur more than fifty songs. Some of these are original with Shakspere, some are quite patently folk-songs, while some stem from the classics. Some occur in the tragedies, but more (as might be expected) in the comedies.

Study these songs; note how each is used in the play in which it occurs, who sings it, its dramatic effect and connection with the the play in which it occurs, etc. What is the difference, for example, between the effect of Desdemona's song in IV, iii, of *Othello* and that beginning "Fear no more the heat of the sun" in IV, ii, of *Cymbeline?* Between "Come away, come away, death" in II, vii, of *Twelfth Night* and "When daisies pied and violets blue" in *Love's Labour's Lost* V, ii?

Read a number of the lyrics, or better still procure the music and have them sung.

SUGGESTED REFERENCES FOR PAPERS

NOTE: The books that have been written on Shakspere and his work would fill many five-foot shelves, and those club members who have access to even small public libraries may find many helpful references which are not suggested below. The principle references given are to three books, upon which this course is based and which may therefore be considered necessary to the course:

Alden, R. M.: *Shakespeare.*
Baker, G. P.: *Development of Shakespeare as a Dramatist.*
Bradley: *Shakesperean Tragedy.*

First Meeting

1. The *Cambridge Modern History,* vols. I-III, is the great authority on the history of the period, but need not be consulted unless readily available. Any reputable history of the period will give one the necessary facts. The following are recommended: Gardiner: *History of England,* Vol. I, pp. 1-43; Tout: *Advanced History of Great Britain,* pp. 317-419; Green: *History of the English People,* Chap. VII ("The Reformation") of the first part. Creighton's *Age of Elizabeth* is an interesting brief account.
2. The following may be consulted: Traill: *Social England,* Vol. III; Stephenson: *The Elizabethan People* and *Shakespeare's London.*
   Alden: Chap I.
   Baker: Chap. I.
3. The following may be consulted: Walter Pater, *The Renaissance;* Edith Sichel, *Renaissance;* L. F. Field, *An Introduction to the Study of the Renaissance.*
   Alden: pp. 5-17 of Chap. I.

Second Meeting

There are now two excellent lives of Shakspere, that by Sidney Lee and the more recent one by J. Q. Adams. For an interesting account of Shakspere's possible boyhood, W. J. Rolfe's *Shakespeare, the Boy* may be consulted. For descriptions of Stratford, see W. D. Howell's, *Things Seen and Unseen at Stratford-on-Avon,* and William Winter's *Shakespeare's England.*

Specific information for all three papers will be found in:
Alden: Chap. II, Chap. VIII.

Third Meeting

1. Perhaps the best discussion of the Shaksperean playhouse is to be found in J. Q. Adam's *Shakesperean Playhouses.*
   Baker: Chap. II.
   Alden: Chap. I.

2. Sufficient material may be found in the two chapters just referred to.
3. Baker: Chaps. I and III. Consult the indices of the two books for further references to particular plays.

Fourth Meeting

1. The best general account of the English chronicle play is to be found in F. E. Schelling's *The English Chronicle Play* (New York, 1902) but sufficient material for this paper may be found in:
   Alden: Chap. IV.
   Baker: Chap. IV.
2. The texts of the two plays themselves.

Fifth Meeting

1. The texts of the plays themselves. Helpful suggestions will be found in the two chapters referred to above, in Brander Matthews' *Shakspere as a Playwright,* chapter VII.
2. Again the texts of the plays themselves plus your own intelligence. Detailed discussions of the different women characters in these plays may be found in A. M. MacKenzie's *Women of Shakespeare's Plays,* Chaps. II and III.
3. Perhaps the best discussion of Falstaff is that by J. B. Priestly in his *The English Comic Characters.* Prof. A. C. Bradley has contributed his critical bit in an essay called *The Rejection of Falstaff* (Lectures on Poetry). See also:
   Alden: pp. 176-79; 216-217.

Sixth Meeting

1. This paper may be worked up satisfactorily from the texts of the plays themselves.
2. Alden: pp. 203-208; Baker: pp. 183-194.
3. The texts of the plays themselves; see in Alden index under "Love, theme of" for suggestions and references to different plays.

Seventh Meeting

1. Alden: pp. 200-202, 210; Baker, Chaps. III and VI.
   The romantic comedies themselves.
   The following may also be consulted: Brander Matthews: *Shakspere as a Playwright,* Chap. VIII; Felix Schelling: *English Drama,* Chap. IV.
2. Your own analysis of Rosalind should be sufficient. Interesting material may be found in Chap. III of Agnes M. Mackenzie's *The Women of Shakespeare's plays,* and also in Alden, pp. 224-25.

Eighth Meeting

1. Alden: pp. 226-231; Baker: pp. 240-253.
2. The plays themselves.

Ninth Meeting

1. Baker: pp. 236 ff.
   The following may also be consulted: John Palmer, *Comedy;* George Meredith, *The Comic Spirit;* Henri Bergson, *Laughter.*
2. Alden: pp. 218-222; Baker: 240-253.

Tenth Meeting

1. Bradley: Lecture I, pp. 5-40 (by far the most important.) Alden: see index under "tragedy" for many helpful references; Baker: Chap. VII.
2. Alden: pp. 241-48; Baker: pp. 194-201.
3. The text of the play itself, although here again Professor Matthews' and Miss MacKenzie's books may be consulted.

Eleventh Meeting

1. Alden: pp. 279-286; Baker: pp. 270-271; L. L. Schücking's *Character Problems in Shakespeare's Plays,* pp. 119 ff. may be consulted.
2. Carefully compare the two plays along the lines suggested and report your findings to the group. Illustrate by reading from the plays.

Twelfth Meeting

1. Bradley: Lectures III and IV; Alden: see index under "Hamlet"; Baker: pp. 260-283.
2. Carefully compare the two plays. Analyze your own reactions to each. The references given immediately above may be found helpful.
3. Alden: pp. 160-62, 258-59.

Thirteenth Meeting

Material for all three papers will be found in the following: Bradley: lectures V and VI; Alden: pp. 261-67; Baker: pp. 260-283.

Fourteenth Meeting

1 and 2. Bradley: lectures VII and VIII; Alden: pp. 267-73; Baker: pp. 260-283.

3. See index in Alden under "Clowns."

Fifteenth Meeting

Material for all three papers will be found in the plays themselves and in: Bradley: lectures IX and X; Alden: pp. 273-79; Baker: pp. 260-283. See also in connection with the third paper, Alden's index under "Ghosts."

Sixteenth Meeting

On all papers see: Alden: pp. 315-20; Baker: pp. 295-99. Matthews (pp. 329-47) and Schücking (pp. 237-266) may also be consulted. On the dramatic romance see also Alden, pp. 290-91 and 306-23.

Seventeenth Meeting

1. Alden: Chap. III.
2. The songs (words and music) have been collected by a number of editors. A splendid collection is *Fifty Shakspere Songs,* edited by Charles Vincent in the Musicians Library.

BIBLIOGRAPHY

An excellent bibliography for as elaborate a study of Shakspere as one might care to undertake is to be found in Prof. Alden's book, pp. 361-370. Since this is readily available to all interested in this course, the following may be considered as supplementary to it and, for this course at least, as basic.

The best one-volume edition of Shakspere's complete works is that in the Cambridge series, edited by W. A. Neilson (Boston, 1906). The best editions in separate volumes are the Tudor Shakespeare, edited by Neilson and Thorndyke (39 vols., N. Y.,) that in the Temple Classics, and that, now in progress, edited by Quillen Couch and Dover Wilson. There are of course many other editions which will serve your purpose. Be sure, however, that you select a scholarly and unabridged edition.

As a basis for criticism and discussion see: Alden, R. M.: *Shakespeare* (in *Master Spirits of Literature*) (Duffield and Company, New York, 1922); Baker, G. P.: *Development of Shakespere as a Dramatist,* (MacMillan, New York, 1923); Bradley, A. C.: *Shakespearean Tragedy* (MacMillan, New York, 1924); Matthews, Brander: *Shakspere As a Playwright* (Scribner's, New York, 1923); Raleigh, Walter: *Shakespeare* (MacMillan, New York, 1924). L. L. Schücking's *Character Problems in Shakespeare's Plays* (Henry Holt, New York, 1922) is sane and stimulating. For what is perhaps the best account of the theatres of the period see J. Q. Adam's *Shakespearean Playhouses* (Houghton Mifflin, Boston, 1917). Anyone seriously interested in textual criticism of the plays will find a mine of valuable information in Leon Kellner's *Restoring Shakespeare* (Knopf, New York, 1925.)

H. T. Stephenson's little book *The Study of Shakespeare* (Holt, N. Y., 1915) and Paul Kaufman's *Outline Guide to Shakespeare* (Century, N. Y., 1924) offer considerable information in condensed form and make several helpful suggestions for study.

TERMS FOR THE COURSE

The registration fee for the course "A Study of Shakspere" is $7.00, for which ten copies of the program will be supplied and references will be loaned to each club member upon request. Application blanks will be supplied for the use of members in ordering the reference material.

Members of clubs not registered for this course will be charged twenty-five cents in addition to the postage for the loan of material called for in any paper for this program.

Additional copies of the program are fifty cents each.

Additional copies of the reference books may be obtained at publisher's prices, which will be supplied on request.

THE LOAN OF BOOKS

Material for this course will be loaned by the Extension Division upon the following terms: The club must first register and pay the required fee, or individual members must pay twenty-five cents for each request. The secretary should order material at least two weeks before it is to be used. Requests for books by return mail will be attended to, but no guarantee is made that they will reach their destination in time to be of use.

Books and other material must be returned within two weeks from the date received. Upon request, the time on books will be extended one week, provided the club registration number and the date stamped in book are given. The club is subject to a fine of five cents a day on each package kept over two weeks.

Transportation charges both ways are borne by the club. This includes posting and packing.

Address all correspondence concerning this program to

Women's Club Section,
Bureau of Public Discussion,
University Extension Division
Chapel Hill, N. C.

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UNIVERSITY OF NORTH CAROLINA
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STUDIES IN SOUTHERN LITERATURE

Revised Edition

By C. A. HIBBARD
Associate Professor of English

A Program for Women's Clubs

ISSUED BY THE BUREAU OF PUBLIC DISCUSSION

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STUDIES IN SOUTHERN LITERATURE

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A WORD OF EXPLANATION

The suggestions for study of the literature of the South made in this bulletin are in no sense to be construed as constituting a survey of the whole field of Southern writing. The plan is far from that. *The Library of Southern Literature*—by far the most comprehensive collection in this field—contains some seven thousand pages devoted to the work of several hundred writers; this course of study touches upon some half hundred names only.

Just as this plan of study makes no pretense at being complete, so it lays no claim to finality in the matter of classification. The exigencies of arranging a representative program for a definite number of meetings result in certain groupings which are highly arbitrary. Such a division, for instance, as "Women Writers of the South" is bound to include certain names which might properly be listed elsewhere and, just as surely, must exclude names which are considered under other heads. The one purpose that has been constantly kept in mind has been that of drawing up a program which would lend itself to club discussion and which would serve in some way to interest students in the writing of the South.

The outlines for the individual papers should not be held to too rigorously. They are intended merely as suggestions for guidance. When library facilities make it possible, papers should be much more detailed than the outlines here offered; by the same right, students who find material scarce must adapt their work to the references which they can assemble.

C. A. H.

Chapel Hill,
May 1, 1922.

STUDIES IN SOUTHERN LITERATURE

FIRST MEETING

Date..... Place.....

General Topic: North Carolina Poets

"There is perhaps no section of America that can furnish a richer background for exalted poetry than North Carolina. The opening leaves of her history tell of the famous Raleigh, the mysterious 'Croatan,' little Virginia Dare and Flora MacDonald. The Mecklenburg Declaration was the first fearless cry for American liberty, and Alamance was the 'first fought field of freedom.' . . . . .

"But despite our wealth of poetic theme, we are twitted with the declaration that our state is a land without a poetry, a solitude without a 'warbler of woodnotes wild.' Sift the jingles by your army of rhymesters, our critics say, and you will have little genuine poetry left. Even so; let a just and fair criticism be meted upon our writers of verse—it is precisely what we have needed for long. But the decapitation of all our poets at one blow can be done only by a critic who is sadly lacking in either insight or information. He probably is unaware of the existence of more than fifty volumes to the credit of our poets at least a half a dozen of which embody genuine poetry . . . "

HIGHT C. MOORE.

FIRST PAPER: By.....

Subject: THE WORK OF JOHN HENRY BONER, THEOPHILUS HUNTER HILL, AND MARY BAYARD CLARKE.

a. Brief biographical sketches of the three writers.
b. The North Carolina element in their work.
c. General estimates of their poetry.
d. Readings from each.

SOME REFERENCES FOR THIS PAPER:

John Henry Boner:

Selections from his verse in Brooks, *North Carolina Poems* and *Library Southern Literature,* vol. I, pp. 420-438.

Biography and criticism in *Publications N. C. Historical Commission,* vol. I, pp. 53-65.

Works: *Lyrics,* and *Whispering Pines,* two volumes by John Henry Boner.

Theophilus Hunter Hill:

Selections from his verse in Brooks, *North Carolina Poems* and *Library Southern Literature,* vol. VI, pp. 2421-2433.

Biography and criticism in *Publications N. C. Historical Commission,* vol. I, pp. 66-80, Davidson, *Living Writers of the South,* pp. 258-267, *Library Southern Literature,* vol. VI, pp. 2417-2421.

Works: *Poems,* Hurd and Houghton, New York, and *The Passion Flower and Other Poems,* P. W. Wiley, Raleigh, N. C.

Mary Bayard Clark:

Selections from her verse in Brooks, *North Carolina Poems* and *Library Southern Literature,* vol. II, pp. 919-935.

Biography and Criticism in *Library Southern Literature,* vol. II, pp. 915-918.

Works: *Poems,* with sketch of her life, by Winchester Hall.

SECOND PAPER: By.....

Subject: THE WORK OF JOHN CHARLES MCNEILL AND HENRY JEROME STOCKARD.

a. Brief biographical sketches of McNeill and Stockard.
b. The North Carolina element in their work.
c. General estimates of their poetry.
d. Readings from each.

SOME REFERENCES FOR THIS PAPER:

John Charles McNeill:

Selections from his verse in Brooks, *North Carolina Poems* and *Library Southern Literature,* vol. VIII, pp. 3587-3598.

Biography and criticism in *Library Southern Literature,* vol. VIII, pp. 3583-3586; *Biographical History of North Carolina,* vol. VII, pp. 312-326.

Works: *Poems* of John Charles McNeill.

Henry Jerome Stockard:

Selections from his verse in Trent, *Southern Writers,* pp. 496-498, Brooks, *North Carolina Poems,* pp. 129-136, and *Library Southern Literature,* vol. XI, pp. 5121-5129.

Biography and criticism in *Biographical History of N. C.,* vol. V, pp. 383-395, and *Library Southern Literature,* vol. XI, pp. 5119-5121.

Works: *Fugitive Lines,* G. P. Putnam's & Sons, New York.

THIRD PAPER: By.....

Subject: THE WORK OF BENJAMIN SLEDD AND WILLIAM THORNTON WHITSETT.

a. Brief biographical sketches of Sledd and Whitsett.
b. The North Carolina element in their work.
c. General estimates of their poetry.
d. Readings from each.

SOME REFERENCES FOR THIS PAPER:

Benjamin Sledd:

Selections from his verse in Trent, *Southern Writers,* pp. 505-507, *Library Southern Literature,* vol. XI, pp. 4854-4861, and Brooks, *North Carolina Poems,* pp. 115-120.

Biography and criticism in *Library Southern Literature,* vol. XI, pp. 4851-4853.

Works: *From Cliff and Scaur,* and *Watchers of the Hearth.*

William Thornton Whitsett:

Works: *Saber and Song,* published by Whitsett Institute, Whitsett, N. C.

NOTE: North Carolina groups using this program ought really to extend this plan to cover two or more meetings. This can be readily done by giving one day to each of the three "papers" and arranging for a separate report on each of the poets mentioned. Out of state clubs may wish to omit this program and substitute for it one of the "Suggested Meetings" outlined at the end of the program.

SECOND MEETING

Date..... Place.....

General Topic: North Carolina Prose Writers

Creative prose literature in the Old North State is comparatively meagre unless one is to strain the classification to include really significant work in politics, oratory, and statecraft. The three writers considered in this meeting are not the only ones which might be mentioned, but they do represent three separate aspects of North Carolina prose.

FIRST PAPER: By.....

Subject: ISAAC ERWIN AVERY.

a. Brief biographical sketch.
b. Avery's journalistic career.
c. His interpretation of life.
d. His prose style.

SOME REFERENCES FOR THIS PAPER:

Selections in *Library Southern Literature,* vol. I, pp. 133-140.

Criticism and Biography in Memorial Sketch in his volume *"Idle Comments"; the Library Southern Literature,* vol. I, pp. 131-133; and *Biographical History of North Carolina,* vol. VII, pp. 29-34.

Works: *Idle Comments* and files of the *Charlotte* (N. C.) *Observer,* January 1, 1900-April 2, 1904.

SECOND PAPER: By.....

Subject: "CHRISTIAN REID" (FRANCES CHRISTINE TIERNAN.)

a. Brief biographical sketch.
b. Her novels of Southern life.
c. As a writer of short stories.
d. Books of travel and foreign life.

SOME REFERENCES FOR THIS PAPER:

Selections in Manly, *Southern Literature,* pp. 407-413, and *Library Southern Literature,* vol. XII, pp. 5375-5389.

Articles by Archibald Henderson as follows: *North Carolina Review,* October 3, 1909; *Sewanee Review,* April, 1910; *Charlotte Observer,* June 1, 1909.

Criticism and biography in *Library Southern Literature,* vol. XII, pp. 5369-5374.

Works: *Under the Southern Cross,*
The Land of the Sky,
Merton House,
Heart of Steel,
Roslyn's Fortune.

Third Paper: By.....

Subject: Edward Kidder Graham.

a. Brief biographical sketch.
b. His vision for the state.
c. His idea of education.
d. The function of a university.

Some References for this Paper:

Criticism and biography in *University of North Carolina Record* (number 162); the *Sewanee Review* for January, 1919 (article by Archibald Henderson), and *Thoughts of Edward Kidder Graham,* South Atlantic Quarterly for July, 1919.

Works: *Education and Citizenship and Other Papers,* Putnams, New York.

THIRD MEETING

Date..... Place.....

General Topic: Early Southern Literature

If American literature may lay claim to the travellers and explorers from Europe who, after more or less extended sojourns in this country, wrote of their experiences and adventures, then to the South belongs the credit of the first book written in English on American Soil—the "True Relations" of Captain John Smith. To Colonel William Byrd we owe the distinction of writing a very entertaining account of the running of the Carolina-Virginia dividing line—perhaps the first book written in Southern literature which one can afford to read today for mere entertainment. By far the greatest contribution of the South at this time was by way of her publicists and statesmen; names such as Washington, Jefferson, Madison, Henry Laurens, and Patrick Henry will always rank high in American literature. Imaginative writing was almost nil, in the North as well as the South, during this early period.

FIRST PAPER: By.....

Subject: A SURVEY OF COLONIAL LITERATURE.

a. Conditions restricting literary work at the time.
b. Characteristics of this early writing.
c. Mention of significant names in this period.
d. The writing of Captain John Smith.
e. The work of Colonel William Byrd.

SOME REFERENCES FOR THIS PAPER:

For general statements of literary activities of the time see: Trent, *Southern Writers,* pp. 33-5; Montrose Moses, *Literature of the South;* Chapters I and II; Carl Holliday, *History of Southern Literature,* Chapters I, II, and III.

For Captain John Smith, see: Trent, *Southern Writers,* pp. 5-11, and *Library Southern Literature,* vol. XI, pp. 4934-4945, and pp. 4229-4933.

For Colonel William Byrd, see: Trent, *Southern Writers,* pp. 18-24, Manly, *Southern Literature,* pp. 54-67, and *Library Southern*

Literature, vol. II, pp. 592-607, and pp. 583-585; Carl Holliday, *History of Southern Literature,* pp. 60-64. An edition of his works is published by Doubleday, Page and Co., Garden City, N. Y.

SECOND PAPER: By.....

Subject: GEORGE WASHINGTON.

a. Outline of his literary activities.
b. The man as seen through his ideas.
c. His political doctrines.
d. Prose style.

SOME REFERENCES FOR THIS PAPER:

For selections of his work, see: Trent, *Southern Writers,* pp. 30-37; Manly, *Southern Literature,* pp. 71-82; and *Library Southern Literature,* vol. XIII, pp. 5639-5680.

For criticism and biography, see: Woodrow Wilson, *Life of George Washington;* P. L. Ford, *The True George Washington;* and *Library Southern Literature,* vol. XIII, pp. 5633-5638.

THIRD PAPER: By.....

Subject: THOMAS JEFFERSON AND HENRY LAURENS.

a. Brief biographical sketches of each.
b. Jefferson's theory of government.
c. The influence of Jefferson on political thought.
d. The patriotism of Henry Laurens.

SOME REFERENCES FOR THIS PAPER:

Thomas Jefferson:

For selections from his writing, see: Trent, *Southern Writers,* pp. 41-47; Manly, *Southern Literature,* pp. 91-103; and *Library Southern Literature,* vol. VI, pp. 2686-2717. For criticism and biography, see: *Thomas Jefferson,* by John T. Morse; *Statesmen of Old Regime,* by W. P. Trent; Link, *Pioneers of Southern Literature,* vol. II, pp. 559-571; Rutherford, *The South in History and Literature,* pp. 89-94; and *Library Southern Literature,* vol. VI, pp. 2677-2685.

Henry Laurens:

For selections from his writing, see: Trent, *Southern Writers,* pp. 24-28; *Library Southern Literature,* vol. VII, pp. 3084-3095. For criticism and biography, see: Ramsay, *History of South Carolina;* McCrady, *History of South Carolina; Library Southern Literature,* vol. VII, pp. 3079-3084.

FOURTH MEETING

Date..... Place.....

General Topic: Edgar Allan Poe

"The sight of beauty did not affect his aesthetic sense so much as it aroused his dreaming faculty. He looks out on the world as a vague and undefined delight; he notes only the broad and general features of the landscape; he does not see any object in detail; his imagination so predominates over his perceptive powers, he is so much more poet than artist, that he loses the beautiful in the suggestions, the reveries, the feelings it awakens, and this emotion is the value he found in beauty throughout his life." WOODBERRY.

FIRST PAPER: By.....

Subject: THE LIFE OF EDGAR ALLAN POE.

More difficulties beset the student who would arrive at a just understanding of Poe's life and character than is the case with any other American writer. The facts of the case have been clouded by much partisan writing on both sides. To treat the question fairly, the student should weigh several estimates for himself.

a. Biographical facts in the life of Poe.

1. Birth, boyhood, and youth.
2. Service in the United States Army and West Point.
3. His editorial work on various magazines.
4. His marriage and home life.

b. The personality of Poe.

SOME REFERENCES FOR THIS PAPER:

Woodberry, George E., *Edgar Allan Poe,* American Men of Letters Series.

Ingram, J. H., *Edgar Allan Poe: His Life, Letters, and Opinions.*

Cambridge History of American Literature, vol. II, book ii, Chap. XIV.

Encyclopedia Britannica, 11th ed.

Library Southern Literature, vol. IX, pp. 4079-4089.

Harrison, *Edgar Allan Poe*—Life, in Virginia Edition of Poe's Works.

Link, *Pioneers of Southern Literature,* vol. II, pp. 285-334.

Rutherford, *History and Literature of the South,* pp. 133-144.

SECOND PAPER: By.....

Subject: POE, WRITER OF TALES.

"A skillful literary artist has constructed a tale. If wise, he has not fashioned his thoughts to accommodate his incidents; but having conceived, with deliberate care, a certain unique or single *effect* to be wrought out, he then invents such incidents—he then combines such events as may best aid him in establishing his preconceived effect. If his very initial sentence tend not to the outbringing of this effect, then he has failed in his first step. In the whole composition there should be no word written, of which the tendency, direct or indirect, is not to the one preestablished design. And by such means, with such care and skill, a picture is at length painted which leaves in the mind of him who contemplates it with a kindred art, a sense of the fullest satisfaction . . . . . "

Poe—In *Graham's Magazine,* May 1842.

a. Characteristics of his tales.

b. Classification of tales by type. (Tales of Horror, etc.)

c. Contribution to short story art in America.

d. His conception of the technique of the tale.

NOTE: The person responsible for this paper would do well to analyze some one characteristic tale in such a way as to bring out the various points of style, thought, color, etc. *"The Fall of the House of Usher," "Eleanora," "Ligeia," "The Gold Bug"* —one of these would offer good opportunity for this work.

SOME REFERENCES FOR THIS PAPER:

As given for the first paper above. See also: Poe's Review of Hawthorne's *Twice Told Tales* in *Graham's Magazine* for April and May, 1842. Poe's essay on *The Philosophy of Composition* (found in any complete edition of Poe) will also throw light on his method of composition.

THIRD PAPER: By.....

Subject: POE, THE POET.

The best approach to a brief study of Poe's poetry is through his own statement of his beliefs and his efforts. The two essays in which he most definitely stated these principles should be studied to afford an introduction to this paper. The essays are: *The Poetic Principle* and *The Philosophy of Composition.* (They will be found in any complete edition of Poe). Perhaps the most significant statement in this connection is his

dictum that poetry must concern itself with "supernal loveliness" leaving the intellect and morals for other forms of writing.

a. Poe's idea of what constitutes real poetry.

b. Application of these principles to one characteristic poem. (It would be well to consider in this connection one of the following: *The Raven, Annabel Lee, The Bells, Eulalie, Ulalume.*)

SOME REFERENCES FOR THIS PAPER:

As given for the first paper and the two essays mentioned. Other references are:

Stedman, *Poets of America,* pp. 225-272. Trent, *History of American Literature,* Macy, *Spirit of American Literature,* Wendell, *Literary History of America.*

FIFTH MEETING

Date..... Place.....

General Topic: Three Orators of the South

The South has given America a majority of her most fervent orators. At almost every period in our history—from Patrick Henry to Henry Woodfin Grady—Americans have been stirred by the eloquence of Southern men. Henry, Clay, Calhoun, Lamar, Hayne, Watterson, Grady—from such names as these the three below are selected as representative of different interests of our people.

First Paper: By.....

Subject: Patrick Henry.

"For Virginia he was Otis and Adams in one—both orator and political manager. Not many of his burning speeches have come down to us, but we well know what he was: one of the first orators of the eighteenth century." Charles F. Richardson.

a. Brief biological sketch.
b. Henry in politics.
c. Characterization of oratorical style.
d. Reading from Henry's orations.
e. His service as a statesman.

Some References for this Paper:

For selections from his speeches see: Trent, *Southern Writers,* pp. 3-41; *Library Southern Literature;* vol. VI, pp. 2362-2374.

For criticism and biography see: Moses Coit Tyler, *Patrick Henry, (American Statesmen Series);* George Morgan, *The True Patrick Henry;* Mildred Rutherford, *The South in History and Literature,* pp. 83-88; *Library Southern Literature,* vol. VI, pp. 2355-2362. Henry's "*Works*" are brought together in a three volume edition by William Wirt Henry.

Second Paper: By.....

Subject: L. Q. C. Lamar.

a. Brief biographical sketch of his life.
b. His far-sighted and fearless manhood.
c. Characteristics of his oratory with reading from "The Eulogy of Sumner."

SOME REFERENCES FOR THIS PAPER:

For selections from his speeches see: Trent, *Southern Writers,* pp. 388-396; and *Library Southern Literature,* vol. VII, pp. 2968-2985.

For criticism and biography see: Edward Mayes, *L. Q. C. Lamar, His Life, Times, and Speeches; In Memoriam: L. Q. C. Lamar* (Gov't Printing Office, Washington, D. C.); *Library Southern Literature,* vol. VII, pp. 2968-2985. His *"Works"* are included in the Mayes volume above.

THIRD PAPER: By.....

Subject: HENRY WOODFIN GRADY.

"As an orator Mr. Grady sought, by spoken word and direct appeal more immediately to accomplish what engaged his attention as an editor. To build up his section in wealth, to quicken its enterprise and widen its outlook, was ever his aim as editor or orator. As an orator he was without equal among Southern men of the younger generation." JAMES W. LEE.

a. Brief biographical sketch of his life.

b. Conditions which Grady sought to improve.

c. Grady as a journalist.

d. Qualities of his oratory and reading from *"The New South."*

SOME REFERENCES FOR THIS PAPER:

For selections see: Trent, *Southern Writers,* pp. 444-453; *Library Southern Literature,* vol. V, pp. 1964-1986.

For criticism and biography see: *Life of Henry W. Grady,* by Joel Chandler Harris; Rutherford, *The South in History and Literature,* pp. 415-420; *Library Southern Literature,* vol. V, pp. 1957-1963.

His addresses and orations may be found in *Complete Orations and Speeches of Henry W. Grady,* Southwest Publishing Co.

SIXTH MEETING

Date..... Place.....

General Topic: Poets of the Civil War

"When the time came for the Southern poet to be martial, he composed lyrics of exceptional strain; he sent forth song marked by purity and intensity, which gave no thought to form, yet which, by the completeness of its impulse, took form with no seeming effort. He did not aim for artifice, and so, we find, as in all war poetry, that his expression was part of that overwhelming response he gave to the current event and to the man of the hour." Montrose J. Moses.

First Paper: By.....

Subject: Ticknor and Thompson.

a. Biographical sketches of these men.
b. Individual qualities of the work of each.
c. Readings from selected poems.

Some References for this Paper:

Francis Orrery Ticknor:

For selection from this poet see: Trent, *Southern Writers,* pp. 343-351; *Library Southern Literature,* vol. XII, pp. 5359-5368.

For criticism and biography, see: Rutherford, *South in History and Literature,* pp. 426-430; Link, *Pioneers of Southern Literature,* vol. I, pp. 89-115; F. V. N. Painter, *Poets of the South; Library Southern Literature,* vol. XII, pp. 5353-5358.

John Reuben Thompson:

For selections from this poet, see: Trent, *Southern Writers,* pp. 351-356; *Library Southern Literature,* vol. XII, pp. 5234-5253.

For criticism and biography, see: Davidson, *Living Writers of the South,* pp. 567-573; Rutherford, *South in History and Literature;* F. V. N. Painter, *Poets of the South;* Link, *Pioneers of Southern Literature,* vol. II, pp. 385-414; *Library Southern Literature,* vol. XII, pp. 5227-5233.

SECOND PAPER: By.....

Subject: TIMROD AND RANDALL.

a. Biographical sketches of these men.
b. Individual qualities in the work of each.
c. Their visions for the South.
d. Reading from their poetry.

SOME REFERENCES FOR THIS PAPER:

Henry Timrod:

For selections from his poetry, see: Trent, *Southern Writers,* pp. 302-318; Wauchope, *Writers of South Carolina,* pp. 377-392; *Library Southern Literature,* vol. XII, pp. 5399-5415.

For criticism and biography, see: Link, *Pioneers of Southern Literature,* vol. I, pp. 117-148; Holliday, *History of Southern Literature,* pp. 321-333; Rutherford, *The South in History and Literature,* pp. 440-451; *Library Southern Literature,* vol. XII, pp. 5391-5398. Timrod's *"Poems"* are issued in a "memorial edition."

James Ryder Randall:

For selections from his poetry, see: Trent, *Southern Writers,* pp. 356-361; *Library Southern Literature,* vol. X, pp. 4318-4327.

For criticism and biography, see: Davidson, *Living Writers of the South,* pp. 439-448; Rutherford, *The South in History and Literature,* pp. 480-484; F. V. N, Painter, *Poets of the South; Library Southern Literature,* vol. X, pp. 4309-4317. Randall's poems are published by Tandy-Thomas Co., New York.

THIRD PAPER: By.....

Subject: RYAN AND MCCABE.

a. Biographical sketches of these men.
b. Individual qualities in the work of each.
c. Their visions of the South.
d. Readings from their poetry.

SOME REFERENCES FOR THIS PAPER

Abram Joseph Ryan:

For selections from his poetry, see: Trent, *Southern Writers,* pp. 361-365; *Library Southern Literature,* vol. X, pp. 4627-4644.

For criticism and biography, see: Rutherford, *The South in History and Literature,* pp. 463-470; F. V. N. Painter,

Poets of the South; Library Southern Literature, vol. X, pp. 4623-4626. Ryan's poems are published by P. J. Kennedy and Sons, New York.

William Gordon McCabe:

For selections from his poetry, see: Trent, *Southern Writers,* pp. 365-370; *Library Southern Literature,* vol. VIII, pp. 3462-3476.

For criticism and biography, see: *Library Southern Literature,* vol. VIII, pp. 3459-3461.

Note: For a discussion of the Civil War Poets as a group, see Montrose J. Moses, *The Literature of the South,* Chapters XIII, XIV, XV, and XVI. This "meeting" might well be expanded into two or even three programs. Where this plan calls for two poets to each paper, by far the better way would be to take two meetings and consider one poet in each paper.

SEVENTH MEETING

Date..... Place.....

General Topic: Novelists of the South (I)

Of the various forms of creative writing, novel, verse, short story, etc., the novel in the South has until recent years proved the least worth while. Now and then a student of a period will read some of the works by men who are now little more than names to us but the general reader—he who reads for pleasure—finds few novels written before the last decade of the nineteenth century which interest him.

FIRST PAPER: By.....

Subject: WILLIAM GILMORE SIMMS.

a. Biographical sketch of Simms.
b. His romances of the Southern "frontier."
c. Romances of the Revolution.
d. Consideration of Simm's narrative style.

SOME REFERENCES FOR THIS PAPER:

For selections from Simms' work, see: Trent, *Southern Writers,* pp. 176-191; Wauchope, *Writers of South Carolina,* pp. 354-370; Manly, *Southern Literature,* pp. 252-265; *Library Southern Literature,* vol. XI, pp. 4799-4831.

For criticism and biography, see: Trent, *Southern Writers,* pp. 176-178; W. P. Trent, *Life of William Gilmore Simms;* Link, *Pioneers of Southern Literature,* vol. I, pp. 149-221; Rutherford, *The South in History and Literature,* pp. 168-171; *Library Southern Literature,* vol. XI, pp. 4793-4798; Van Doren, *The American Novel.*

Novels, some of which might be considered, are: *Guy Rivers, The Yemassee, Beaucoupe,* and *Eutaw.*

SECOND PAPER: By.....

Subject: JOHN ESTEN COOKE.

a. Biographical sketch of Cooke.
b. Cooke's pre-war novels—particularly *The Virginia Comedians.*
c. Novels of action—Civil War stories.

Some References for this Paper:

For selection from Cooke's work, see: Trent, *Southern Writers,* pp. 329-337; Fulton, *Southern Life in Southern Literature,* pp. 124-151, *Library Southern Literature,* vol. III, pp. 1038-1062.

For criticism and biography, see: Davidson, *Living Writers of the South,* pp. 105-112; Rutherford, *The South in History and Literature,* pp. 559.561.

Novels, some of which might be considered, are: *The Virginia Comedians, Swallow Barn, Surry of Eagle's Nest, Fairfax, Wearing the Gray, Hilt to Hilt.*

Third Paper: By.....

Subject: Francis Hopkinson Smith.

a. Biographical sketch of Smith.
b. His stories of achievement. (*Caleb West,* for example.)
c. Stories of sentiment. (*Colonel Carter,* for example.)
d. Stories of art and travel. (*White Umbrella,* for example.)

Some References for this Paper:

For selections from Smith, see: *Library Southern Literature,* vol. XI, pp. 4914-4928.

For criticism and biography, see: Rutherford, *The South in History and Literature,* pp. 573-576; *Library Southern Literature,* vol. XI, pp. 4909-4913.

Some novels which might serve as a basis for this report are: *Colonel Carter of Cartersville, Caleb West, Fortunes of Oliver Horn, Colonel Carter's Christmas, Tides of Barnegat.*

EIGHTH MEETING

Date..... Place.....

General Topic: Novelists of the South (II)

With Allen, Fox, and Mrs. Harrison we come to three writers who, although writing frequently "local color" novels of their home districts, bring to the Southern novel a more recent spirit of conscious artistry than was common to the three novelists of the last meeting. Emphasis here should probably be placed on the historical-social element in their work.

FIRST PAPER: By.....

Subject: JAMES LANE ALLEN.

a. Brief biographical sketch of Allen.
b. Allen's portrayal of Nature.
c. "An epic of the Kentucky hemp fields"—*The Reign of Law.*
d. Allen and the romantic novel.

SOME REFERENCES FOR THIS PAPER:

For selections from Allen, see: Trent, *Southern Writers,* pp. 432-438; *Library Southern Literature,* vol. I, pp. 46-85.

For criticism and biography, see: Baskervill, *Southern Writers,* vol. II, pp. 152-244; *Library Southern Literature,* vol. I, pp. 41-45.

Novels which might be reviewed in this connection are: *A Kentucky Cardinal, Aftermath, The Choir Invisible, The Reign of Law.*

SECOND PAPER: By.....

Subject: JOHN FOX, JR.

a. Brief biographical sketch of Fox.
b. The Kentucky mountaineer in Fox's novels.
c. The Southern woman as presented by Fox.
d. Fox as a stylist.

SOME REFERENCES FOR THIS PAPER:

For selections from Fox, see: *Library Southern Literature,* vol. IV, pp. 1688-1711.

For criticism and biography, see: Rutherford, *The South in History and Literature,* pp. 6001-6004, and Library *Southern Literature,* vol. IV, pp. 1683-1688.

Novels which might be reviewed in this connection are: *Crittenden, Little Shepherd of Kingdom Come*, and *Trail of the Lonesome Pine. Hell for Sartin and Other Stories* might be useful in a discussion of local color, though not a novel.

THIRD PAPER: By.....

Subject: MRS. BURTON HARRISON.

a. Brief biographical sketch of Mrs. Harrison.
b. Novels of Southern life.
c. Novels of New York.
d. Civil War and reconstruction days in her fiction.

SOME REFERENCES FOR THIS PAPER:

For selections from Mrs. Harrison, see: *Library Southern Literature,* vol. V, pp. 2158-2184.

For biography and criticism, see: *Library Southern Literature,* vol. V, pp. 2153-2157.

Novels which might be reviewed in this connection are: *The Carlyles, Flower de Hundred, A Son of the Old Dominion, The Anglomaniacs.* See also, *Belhaven Tales.*

NINTH MEETING

Date..... Place.....

General Topic: Story Writers of the South (I)

As truth seemed to demand our recognition of the fact that the novel was one of the weakest forms of creative literature in the South, so here it dictates the statement that short story fiction is one of the strongest forms. To name the writers of short stories is to call the roll of the greatest names in Southern literature: Page, Harris, "Craddock," Fox, Smith, Cable, Hearn, Longstreet, "Octave Thanet," Allen and O. Henry—these are but some who have brought artistry to Southern fiction.

FIRST PAPER: By.....

Subject: AUGUSTUS BALDWIN LONGSTREET.

a. Brief biographical sketch.
b. A review of *Georgia Scenes.*
c. Humor in Longstreet.

SOME REFERENCES FOR THIS PAPER:

For selections from Longstreet, see: Trent, *Southern Writers,* pp. 121-130; Fulton, *Southern Life in Southern Literature,* pp. 151-170; *Library of Southern Literature,* vol. VII, pp. 3245-3266.

For criticism and biography, see: *Judge Longstreet, A Life Sketch, by* O. P. Fitzgerald, (Pub. House M. E. Church South, Nashville); Rutherford, *The South in History and Literature,* pp. 153-160; Link, *Pioneers of Southern Literature,* vol. II, pp. 470-485; *Library Southern Literature,* vol. VII, pp. 3241-3244.

SECOND PAPER: By.....

Subject: RICHARD MALCOLM JOHNSTON.

a. Brief biographical sketch.
b. His humor.
c. His stories of Georgia life.
d. Possibly a reading of one of his shorter Dukesborough Tales.

SOME REFERENCES FOR THIS PAPER:

For selections from Johnston, see: Trent, *Southern Writers,* pp. 381-388, and *Library Southern Literature,* vol. VI, pp. 2785-2811.

For criticism and biography, see: Baskervill, *Southern Writers,* vol. II, pp. 46-82; Rutherford, *The South in History and Literature,* pp. 339-347; *Library Southern Literature,* vol. VI, pp. 2781-2784.

Some fiction to read: *Georgia Sketches, Dukesborough Tales, Little Ike Templin and Other Stories, Old Times in Middle Georgia.*

Third Paper: By.....

Subject: Joel Chandler Harris.

a. Brief biographical sketch of Harris.
b. Harris as a journalist.
c. Harris and Southern folk-lore.
d. A reading from Uncle Remus.

Some References for this Paper:

For selections from Harris, see: Trent, *Southern Writers,* pp. 423-432; *Library Southern Literature,* vol. V, pp. 2121-2151.

For criticism and biography, see: Baskervill, *Life of Uncle Remus,* (Barbee Publishing Company); Baskervill, *Southern Writers,* vol. I, pp. 41-89; Rutherford, *South in History and Literature,* pp. 505-509; *Library Southern Literature,* vol. V, pp. 2111-2118; and a "*Literary Autobiography*" in Lippincott's Magazine, vol. XXXVII.

Some volumes which might be read, are: *Balaam and His Master, and Other Sketches and Stories; Daddy Jake the Runaway, and Short Stories; Free Joe and Other Georgia Sketches; Nights With Uncle Remus; Told by Uncle Remus; Uucle Remus and His Friends; Uncle Remus, His Songe and Sayings.*

Note: One story, *Aeneas Africanus,* by Harry Stillwell Edwards, is such a favorite with the compiler of this program that he is almost inclined to give a special paper to this story alone. He certainly hopes that students who are not familiar with the story will take early opportunity to acquaint themselves with it. It is the title story of a volume by Edwards and is, too, printed separately.

TENTH MEETING

Date..... Place.....

General Topic: Story Writers of the South (II)

FIRST PAPER: By.....

Subject: THOMAS NELSON PAGE.

a. Brief biographical sketch.
b. Stories of war times in Virginia.
c. Portrayal of Negro character.
d. Reading from *Marse Chan.*

SOME REFERENCES FOR THIS PAPER:

For selections from Page, see: Trent, *Southern Writers,* pp. 463-469; *Library Southern Literature,* vol. IX, pp. 3854-3887.

For criticism and biography, see: Baskervill, *Southern Writers,* vol. II, pp. 120-152; Rutherford, *The South in History and Literature,* pp. 522-528; *Library Southern Literature,* vol. IX, pp. 3849-3853.

Stories which will particularly repay study, are: *Marse Chan, Meh Lady, Uncʼ Edinburg, Polly, Old Stracted,* and volumes of stories which should be considered are: *In Ole Virginia, Pastime Stories,* and *Bred in the Bone.*

SECOND PAPER: By.....

Subject: GEORGE WASHINGTON CABLE.

a. Brief biographical sketch.
b. Creole life in the work of Cable.
c. Cable's prose style.
d. Cable as a novelist.

SOME REFERENCES FOR THIS PAPER:

For selections from Cable, see: Trent, *Southern Writers,* pp. 417-423; *Library Southern Literature,* vol. II, pp. 624-654.

For criticism and biography, see: *Library Southern Literature,* vol. II, pp. 619-624; Rutherford, *South in History and Literature,* pp. 501-504.

Old Creole Days will be found to be the most useful volume for a consideration of his short stories. Other books which might well be reviewed are: *The Grandissimes, Madame Delphine, Kincaid's Battery,* and *Strong Hearts.*

Third Paper: By.....

Subject: Ruth McEnery Stuart.

a. Brief biographical sketch.
b. Stories of the plantation negro.
c. Humor in the work of Mrs. Stuart.
d. An estimate of her prose style.

Some References for this Paper:

For selections from Mrs. Stuart, see: *Library Southern Literature,* vol. XI, pp. 5152-5161.

For criticism and biography, see: Rutherford, *The South in History and Literature,* pp. 538-541; *Library Southern Literature,* vol. XI, pp. 5145-5155.

Some of her works to be studied, are: *Golden Wedding and Other Tales, Sonny, Second Wooing of Salina Sue and Other Stories, Napoleon Jackson, Gentleman of the Plush Rocker, Aunt Amity's Silver Wedding and Other Tales.*

ELEVENTH MEETING

Date..... Place.....

General Topic: "O. Henry" (William Sydney Porter)

"No writer of distinction has, I think, been more closely identified with the short story in English than O. Henry. Irving, Poe, Hawthorne, Bret Harte, Stevenson, Kipling, attained fame in other fields . . . . . The essential truthfulness of his art is what gave his work immediate recognition, and accounts for his rise from journalism to literature. There is poignancy in his pathos; desolation in his tragedy and his extraordinary humor is full of those sudden surprises that give us delight. Uncritical readers have never been so deeply impressed with O. Henry as have the jaded critics, weary of the old trick a thousand times repeated, who found in his writings a freshness and originality amounting to genius."

WIILLIAM LYON PHELPS.

FIRST PAPER: By.....

Subjects THE LIFE OF WILLIAM SYDNEY PORTER.

a. Boyhood and youth.
b. The Texas period.
Ranch and city life.
Journalism.
c. "The Shadowed Years."
d. In "Bagdad-on-the-Subway."
Three volumes which are all but indispensable for this paper are:
O. Henry Biography, by C. Alphonso Smith.
Through the Shadows With O. Henry, by Al Jennings.
Waifs and Strays, by O. Henry. The last part of this volume is given over to appreciations and estimates of O. Henry by various critics and writers. One feature—the index to the O. Henry stories, 281-293—is invaluable.

SECOND PAPER: By.....

Subject: THE SOUTH IN O. HENRY'S STORIES.

a. Local color in these Southern stories.
b. An estimate of O. Henry's "sectionalism."
c. Reading from A Municipal Report in *Strictly Business.*

SOME REFERENCES FOR THIS PAPER:

O. Henry—A Memorial Essay, by Archibald Henderson.

The O. Henry Index in *Waifs and Strays* lists the author's Southern stories, by states, as follows:

Alabama: *The Ransom of Red Chief* (In *Whirligigs*).

Georgia: *Hostages to Momus* (In *The Gentle Reader*); *"The Rose of Dixie"* (In *Options*).

Kentucky: *A Blackjack Bargainer* (In *Whirligigs*).
Shearing the Wolfe
The Ethics of Pig } (In *The Gentle Grafters*)

Louisana: *The Renaissance at Charleroi*
Whistling Dick's Christmas Stocking
Cherchez la Femme
(In *Roads of Destiny*)

Tennessee: *A Midsummer Masquerade.* (In *The Gentle Grafter*).
October and June (In *Sixes and Sevens*).
The Whirligig of Life (In *Whirligigs*).

Virginia: *Best Seller* (In *Options*).

Washington: *The Hand That Rules the World* (In *The Gentle Grafter*).
A Snapshot at the President (In *Rolling Stones*).
The Duplicity of Hargraves (In *Sixes and Sevens*).

Indefinite: *The Emancipation of Billy*
The Guardian of the Accolade } (In *Roads of Destiny*).

The Church With an Overshot Wheel
The Door of Unrest } (In *Sixes and Sevens*).

NOTE: The following volumes contain forty or more Texas stories: *The Gentle Grafter, Heart of the West, Options, Roads of Destiny, Rolling Stones, Sixes and Sevens, Whirligigs.*

THIRD PAPER: By.....

Subject: NEW YORK IN O. HENRY'S STORIES.

a. Social classes presented by O. Henry.
b. Romance in a great city.
c. Local color of *"Bagdad-on-the-Subway."*

SOME REFERENCES FOR THIS PAPER:

All of the stories in *The Trimmed Lamp,* in *The Four Million* and in *The Voice of the City* deal with New York. The same may be said for *Strictly Business* with the one exception of *"The Municipal Report."* The list of New York stories is too long for inclusion here, but the bulk of them will be found in the three volumes mentioned and in *Options, Rolling Stones, Sixes and Sevens,* and *Roads of Destiny.*

NOTE: Readers who wish a one-volume selection of the stories of O. Henry will do well to get *Selected Stories from O. Henry,* a volume edited by C. Alphonso Smith and published by Doubleday, Page and Co., Garden City, New York.

TWELFTH MEETING

Date..... Place.....

General Topic: Three Women Writers of the South

It seems likely that there is a fairly large body of anonymous literature in the South written by women. "In days gone by," says Mildred Rutherford, in *The South in History and Literature,* "there was a dislike on the part of all Southern women of having their names appear in print, and when any work was published it was under an assumed name." Mary Noailles Murfree enjoyed her anonymity for years; Ruth McEnery Stuart published her first stories under a pseudonym. But the proportion of women writers of repute in the South is perhaps greater than that of any other section of the country. In addition to the three names for this meeting some eight or ten women writers are considered in other programs of this series.

FIRST PAPER: By.....

Subject: MARGARET J. PRESTON—POET.

"The best woman poet of the South is undoubtedly Margaret J. Preston. If the province of a poet be to make one think, to make one act, to attribute finer feelings and motives to actions—then she was indeed a true poet . . . . ." MILDRED RUTHERFORD

a. Brief biographical sketch of Mrs. Preston's life.
b. Her classical training.
c. An appreciation of *Beechenbrook.*
d. Religious poetry.

SOME REFERENCES FOR THIS PAPER:

For selections from her work, see: Trent, *Southern Writers,* pp. 337-343; *Library Southern Literature,* vol. X, pp. 4239-4254.

For criticism and biography, see: Baskervill, *Southern Writers,* vol. II, pp. 23-46; Davidson, *Living Writers of the South,* pp. 431-438; Rutherford, *The South in History and Literature,* pp. 431-435; *Library Southern Literature,* vol. X, pp. 4235-4239.

Volumes which one will do well to work with, are: *Beechenbrook, Old Songs and New, Cartoons, For Love's Sake, Colonial Ballads.*

SECOND PAPER: By.....

Subject: MARY JOHNSTON—NOVELIST.

a. Brief biographical sketch.
b. The historical element in her work.
c. The romance element in her writing.
d. A review of her latest book—*Silver Cross.*

SOME REFERENCES FOR THIS PAPER:

For selections from her writing, see: *Library Southern Literature,* vol. VI, pp. 2763-2779.

For criticism and biography, see: Rutherford, *The South in History and Literature,* pp. 612-614; *Library Southern Literature, vol.* VI, pp. 2757-2762.

Some novels which ought to be considered, are: *Prisoners of Hope, To Have and to Hold, Audrey, The Long Role, Silver Cross.*

THIRD PAPER: By.....

Subject: "CHARLES EGBERT CRADDOCK" (MARY NOAILLES MURFREE) SHORT STORY WRITER.

a. Brief biographical sketch.
b. Setting of Craddock stories.
c. The mountaineer life portrayed.
d. Craddock's use of Nature.
e. Craddock's prose style.

SOME REFERENCES FOR THIS PAPER:

For selections from Craddock's work, see: Trent, *Southern Writers,* pp. 438-444; *Library Southern Literature,* vol. VIII, pp. 3727-3745.

For criticism and biography, see: Baskervill, *Southern Writers,* vol. I, pp. 357-404; Rutherford, *The South in History and Literature,* pp. 510-512; *Library Southern Literature, vol. VIII,* pp. 3721-3726.

Volumes of short stories which might be studied, are: *In the Tennessee Mountains, The Mystery of White Fall Mountain, The Bushwhackers and Other Stories.*

THIRTEENTH MEETING

Date..... Place.....

General Topic: Southern Lyricists (I)

A program which would hope to do justice to all of the writers of lyrics in the South would be too unwieldy for a hundred meetings of such scope as this. The list suggested here is frankly arbitrary and may be varied to suit the interests and demands of any particular locality. It seems likely, however, that the bulk of Southern poetry will loom larger once local prejudices are set apart and the many names proposed for honors are reduced to a few—a few to be studied intensively. When that is done, the men to remain will very probably be found among the two score poets considered in this and other meetings.

First Paper: By.....

Subject: Francis Scott Key and Mirabeau Buonaparte Lamar.

a. Biographical notes on the two men.
b. Conditions which led to the writing of the *Star Spangled Banner.*
c. Reading of selections from Lamar.

Some References for this Paper:

Selections from the writing of Lamar are to be found, in: Trent, *Southern Writers,* pp. 158-160, and *Library Southern Literature,* vol. VII, pp. 2990-3002. A critical and biographical statement is found in *Library of Southern Literature,* vol. VII, pp. 2987-2990. *Reminiscences of Famous Georgians,* by L. L. Knight also contains information on Lamar. Francis Scott Key is noted in any book on American literature as well as in Rutherford's *The South in History and Literature,* pp. 97-100. Should the person responsible for this paper be able to secure a copy of Lamar's *Verse Memorials* (1857) an interesting paper is assured. Trent says this volume "is probably the most extraordinary repository of extempore effusions addressed by a gallant gentleman to lovely ladies to be found in the whole range of our literature. The belles of nearly every Georgia town and of the chief cities of other Southern states are celebrated in easy stanzas . . . . . "

SECOND PAPER: By.....

Subject: EDWARD COOTE PINKNEY AND ALEXANDER BEAUFORT MEEK.

a. Brief biographical notes on the two men.
b. Estimates of the style of Pinkney and Meek.
c. Reading of selections representative of each.

SOME REFERENCES FOR THIS PAPER:

Selections from the poetry of Pinkney are found in Trent, *Southern Writers,* pp. 160-167, and the *Library Southern Literature,* vol. IX, pp. 4067-4078. Critical and biographical statements are given in *Library Southern Literature,* vol. IX, pp. 4063-4067, and *Sewanee Review,* May 1898. A volume of his verse should be secured for review.

Selections from the poetry of Meek are available in Trent, *Southern Writers,* pp. 258-266, and *Library Southern Literature*, vol. VIII, pp. 3605-3628. For criticism and biography, see: Rutherford, *The South in History and Literature,* pp. 199-204, and *Library Southern Literature,* vol. VIII, pp. 3599-3604.

THIRD PAPER: By.....

Subject: THEODORE O'HARA AND PHILIP PENDLETON COOKE.

a. Brief biographical statements about these men.
b. Estimate of reading from O'Hara's preserved poems.
c. Cooke's interest in mediæval literature.
d. Reading of *"Florence Vane"* by Cooke.

SOME REFERENCES FOR THIS PAPER:

Selections from these two poets are found in Trent, *Southern Writers,* pp. 280-283 and 276-280, as well as *The Library of Southern Literature,* vol. IX, pp. 3827-3831 (O'Hara), and vol. III, pp. 1069-1082 (Cooke). *The Century* for May, 1890, contains a valuable article on O'Hara. Files of the *Southern Literary Messenger* from 1835-1850 will give further examples of the verses of Cooke.

FOURTEENTH MEETING

Date..... Place.....

General Topic: Southern Lyricists (II)

FIRST PAPER: By.....

Subject: PAUL HAMILTON HAYNE AND IRWIN RUSSELL.

a. Brief biographical statement for each man.
b. Hayne's poetry and the Confederacy.
c. Southern nature in the poetry of Hayne.
d. Russell's negro dialect poems.

SOME REFERENCES FOR THIS PAPER:

Paul Hamilton Wayne:

For selections, see: Trent, *Southern Writers,* pp. 320-329; Wauchope, *Writers of South Carolina,* pp. 203-213; *Library Southern Literature,* vol. V, pp. 2272-2297. For biographical and critical materials, see: Trent, *Southern Writers,* pp. 318-320; Wauchope, *Writers of South Carolina; Library Southern Literature,* vol. V, pp. 2265-2271; Link, *Pioneers of Southern Literature,* vol. I, pp. 43-87; Rutherford, *South in History and Literature,* pp. 452-462; Holliday, *History of Southern Literature,* pp. 334-343; Manly, *Southern Literature;* Davidson, *Living Writers of the South.* For collections of his poetry, see: *Poems* (complete edition) and *Legends and Lyrics.*

Irwin Russell:

For selections, see: Trent, *Southern Writers,* pp. 457-463, and *Library Southern Literature,* vol. X, pp. 4608-4622. For biographical and critical material, see: Baskervill, *Southern Writers,* vol. I, pp. 1-40; Davidson, *Living Writers of South,* pp. 508-526; Rutherford, South in *History and Literature,* pp. 542-546; *Library Southern Literature,* vol. X, pp. 4601-4607. His poems are published by the Century Company, New York.

SECOND PAPER: By.....

Subject: JOHN BANISTER TABB AND SAMUEL MINTURN PECK.

a. Biographical notes on the two men.
b. Father Tabb's work in the field of short lyrics.
c. Peck's society verse ("ballroom" verse).
d. Reading of Peck's *"Grapevine Swing."*

SOME REFERENCES FOR THIS PAPER:

John Banister Tabb:

For selections, see: Trent, *Southern Writers,* pp. 475-477; *Library Southern Literature,* vol. XII, pp. 5167-5177. There is a biographical and critical sketch in *Library Southern Literature,* vol. XII, pp. 5163-5166. His verses are published in various small volumes of which *Lyrics* and *Later Lyrics* are representative. A "selected" collection is published by Small, Maynard and Co., Boston.

Samuel Minturn Peck:

For selections, see: Trent, *Southern Writers,* pp. 484-492, and *Library Southern Literature,* vol. IX, pp. 3957-3979. Biographical and critical material is found in the following: Baskervill, *Southern Writers,* vol. II, pp. 291-332; Rutherford, *South in History and Literature,* pp. 644-650; *Library Southern Literature,* vol. IX, pp. 3951-3956. *Cap and Bells, Rings and Love-Knots, Chimes and Roses* are three volumes of verse published by Fred A. Stokes Co., New York. *Alabama Sketches* (prose) is published by A. C. McClurg and Co., Chicago.

THIRD PAPER: By.....

Subject: MADISON JULIUS CAWEIN.

a. Sketch of the life of Cawein.
b. Kentucky "color" in Cawein's verse.
c. Cawein as the poet of beauty.
d. Classic qualities in his writing.

SOME REFERENCES FOR THIS PAPER:

For selections from Cawein's verse, see: Trent, *Southern Writers,* pp. 507-515; *Library Southern Literature,* vol. II, pp. 790-821.

For biographical and critical material, see: Baskervill, *Southern Writers,* vol. II, pp. 332-379; Rutherford, *South in History and Literature,* pp. 676-680; Townsend, *Kentuckians in History and Literature,* pp. 137-152; *Library Southern Literature,* vol. II, pp. 785-789.

His poems have been published in numerous volumes; perhaps the best collection for use in this paper is the selection made by himself and published by Macmillan. (This book has an introduction by William Dean Howells).

FIFTEENTH MEETING

Date..... Place.....

General Topic: Sidney Lanier

Teacher, soldier, signal officer on Confederate blockade runners, musician, novelist, and poet—Lanier unites at once much of the old and much of the new in the South. He belongs to Dixie far more definitely than does Poe—as to the subject matter of his work, temperament, and interests. In this sense, then, it may be argued that Lanier is the greatest of our Southern poets.

First Paper: By.....

Subject: The Life of Sydney Lanier.

a. Boyhood and youth.
b. Service to the Confederacy.
c. The part music played in his life.
d. His later years—music and poetry.

Some References for this Paper:

The biography of Sidney Lanier, by Professor Mims, will be found to be the one volume most useful for this paper. Other valuable references are: Baskervill, *Southern Writers,* vol. I, pp. 137-299; Rutherford, *The South in History and Literature,* pp. 485-498; Davidson, *Living Writers of the South; Library Southern Literture,* vol. VII, pp. 3041-3045. There is also a fairly large magazine bibliography on the subject.

Second Paper: By.....

Subject: Lanier and Music.

a. His theory of the relations of music to poetry.
  1. Reading from *Song of the Chattahoochee* and *The Symphony* by way of illustration.
b. Singing of Lanier songs.

Some References for this Paper:

Again the biography of Lanier by Mims will be helpful. See also the *Letters of Sidney Lanier*—especially those relating to music. The student who wishes to go into this musical phase of the

program thoroughly ought to have Lanier's *Science of Verse.* Several of Lanier's poems have been set to music by various composers. A useful list is appended:

Five Songs by Sidney Lanier, (Music by Camp) John Church Co., Cincinnati, Chicago, and New York.

Sunset by Sidney Lanier, (Music by Dudley Buck) G. Schirmer, New York.

Ballad of Trees and the Master, by Sidney Lanier, (Music by Chadwick) Chas. H. Ditson and Co., New York.

THIRD PAPER: By.....

Subject: LANIER AND THE SOUTH.

a. Southern nature in Lanier's poetry.

Poems particularly useful here are: *Corn, The Marshes of Glynn, Song of the Chattahoochee, From the Flats, Tampa Robins,* and *Sunrise.*

b. Lanier's dislike of industrialism.

Passages in *The Symphony* will support this.

c. Lanier's vision for the New South.

Corn is one poem which will prove useful.

SOME REFERENCES FOR THIS PAPER:

By far the best material to work with is the poetry of Lanier. A thorough reading of his poems will prove a pleasant and instructive task. The references given for the first and second papers will prove useful here—particularly the Mims biography. In addition one would do well to see the *Cambridge History of American Literature,* vol. II, pp. 331-346. Selections from the poet are given in Trent, *Southern Writers,* pp. 407-417, and *The Library Southern Literature,* vol. VIII, pp. 3045-3077.

SIXTEENTH MEETING

Date..... Place.....

General Topic: Southern Literature—An Estimate

The purpose of this meeting is to make a final summary and estimate of the literary value of past work, to survey what is being done by our writers today, and to attempt to indicate the possibilities of the future. That this program may not resolve itself into mere thoughtless praise and admiration, it would seem well to have the meeting in charge of that member of the organization whose bent is most keenly critical and whose enthusiasm is well under control. If the papers are to be valuable, they must be independent, original, and genuine efforts at sincere estimates.

First Paper: By.....

Subject: Southern Literature—Looking Backward.

a. Broad periods of Southern Literature, their characteristics and their most important writers.

b. Relative value of the work done in various fields of writing—verse, the novel, the short story, oratory, etc.

c. Conditions (geographical, racial, etc.) which have exerted an influence on creative writing in the South.

Some References for this Paper:

Almost any text-book on Southern Literature will be suggestive, but the student should read these with a firm determination to be independent in his conclusions. The following books have chapters or papers on this subject:

Link, *Pioneers of Southern Literature,* vol. I, pp. 1-42.
Montrose Moses, *Literature of the South,* pp. 445-475.
Library Southern Literature, vol. XI, pp. 5025-5048.

Note: It would be interesting at this point to have the members of the group pursuing this reading take a vote on the ten names which have meant the most in Southern Literature. Were this done, the compiler of this program would be glad to be notified of the results of the ballot.

SECOND PAPER: By.....

Subject: CONTEMPORARY LITERARY MAGAZINES OF THE SOUTH.

a. Brief sketch of Southern literary magazines of the past.
b. A consideration of present-day magazines.

General:

The Reviewer—Chapel Hill, N. C., quarterly, $2.50 a year.
The Double-Dealer—New Orleans, monthly, $2.50 a year.
Southern Magazine—Nashville, Tenn., monthly, $3.00 a year.
All's Well—Fayetteville, Ark., bi-monthly, $2.00 a year.

Literary Reviews:

The Sewanee Review—Uni. of South, Sewanee, Tenn., quarterly, $2.50 a year.
South Atlantic Quarterly—Duke University, Durham, quarterly, $2.00 a year.
Texas Review—University of Texas, Austin, quarterly.

Poetry Magazines:

The Lyric—Norfolk, Va., a monthly, $1.50 a year.
The Fugitive—Nashville, Tenn., a bi-monthly, $1.50 a year.
The Nomad—Birmingham, Ala., a quarterly, $1.00 a year.

Poetry Society Year Books:

Year Book, S. C. Society—Charleston, 50c each.
Year Book, Texas Society—Dallas, 50c each.

SOME REFERENCES FOR THIS PAPER:

The best references here are copies of the magazines discussed. Those listed under "b" can easily be secured by writing to the publications themselves. The magazines of the past will not be so easy except where old files are available. By way of explanation of the reason for the great number of literary magazines which have been started and failed it may be of interest to read O. Henry's story, *"Rose of Dixie"* in the volume called *Options.*

THIRD PAPER: By.....

Subject: SOUTHERN LITERATURE—LOOKING FORWARD.

a. Are we in the midst of a real literary renaissance?
b. A survey of contemporary writers of the South.
c. Literary material in the South.

VOLUMES OF POETRY.

Poems About God—John Crowe Ransom—Henry Holt, $1.25.
Carolina Chansons—DuBose Heyward and Harvey Allen—Macmillan, $1.50.
Sappho in Levkas—William Alexander Percy—Yale University Press.
In April Once—William Alexander Percy—Yale University Press.
Wampum and Old Gold—Harvey Allen Percy—Yale University Press.
The Tide Comes In—Clement Wood—E. P. Dutton.
Cups of Illusion—Henry Bellamann—Houghton, Mifflin Co., $1.50.
Lute and Furrow—Olive Tilford Dargan—Scribner's.
The Wagon and the Star—Mary Sinton Leitch—B. J. Brimmer Co., $1.75.
Burning Bush—Karle Wilson Baker—Yale University Press, $1.50.
Under the Tree—Elizabeth Madox Roberts—B. W. Huebsch, $1.50.
Star-Dust and Gardens—Virginia Taylor McCormick, (Privately printed).
Red Poppies in the Wheat—John Richard Moreland—James T. White Co.
Airs and Ballads—John McClure.
A Wayside Lute—Lizette Woodworth Reese—1909, Thomas Mosher.
Spicewood—Lizette Woodworth Reese—1920, Norman Remington Co.
Wild Cherry—Lizette Woodworth Reese—1923, Norman Remington Co.

PROSE WRITERS

James Branch Cabell,
Ellen Glasgow,
Melville Davisson Post,
H. L. Mencken,
John Bennett,
T. S. Stribling,
Ambrose Gonzales,
Irvin S. Cobb,
Margaret Prescott Montague,
Mary Johnston,
Archibald Rutledge.

Some References for this Paper:

Since this is a thoroughly contemporary subject printed references are rare and bound to be of little value. The paper should be placed in the hands of some one who is familiar with contemporary literature or anxious to learn something of it. The best references are the current literary magazines and modern books. For "c" the April 1922 issue of *Poetry—A Magazine of Verse*

should be read. This is a "Southern Number" given over to poets of the South and contains, also, a very valuable article on *Poetry South* by Harvey Allen and DuBose Heyward. See also; *"The Lyric South"* in The Literary Review of the New York *Evening Post* for September 1, 1923.

SUGGESTED MEETINGS

1. Different groups making use of this program will have different interests. Most of the meetings here outlined are capable of almost indefinite expansion as the material contained is often too comprehensive for a thorough handling in one meeting. The eleven poets listed under the two meetings given over to "Southern Lyricists," for example, might each be the subject for a paper or, even, for a whole meeting. Some groups too, will wish to add other names.
2. Groups in states other than North Carolina will wish to omit the first two meetings. In their place may be substituted meetings on the literature of the home state. *The Library of Southern Literature* (index volume) contains very comprehensive outlines for each of the Southern states which would serve as the basis for such programs.
3. Politically-minded groups may wish to make a study of the literature of Southern statesmanship. Calhoun, Hayne, and Woodrow Wilson offer material which would make a very interesting meeting.

TERMS FOR THE COURSE

The registration fee for the course, "Studies in Southern Literature," is $7.00, for which ten copies of the program will be supplied and one copy of Trent's "Southern Writers" will be loaned for one year. The other references will be loaned to each club member upon request. Application blanks will be supplied for the use of members in ordering the reference material.

Members of clubs not registered for this course will be charged twenty-five cents in addition to the postage for the loan of material called for in any paper for this program.

Additional copies of the program are fifty cents each.

Additional copies of the reference books may be obtained at publishers' prices, which will be supplied on request.

THE LOAN OF BOOKS

Material for this course will be loaned by the Extension Division upon the following terms: The club must first register and pay the required fee, or individual members must pay twenty-five cents for each request. The secretary should order material at least two weeks before it is to be used. Requests for books by return mail will be attended to, but no guarantee is made that they will reach their destination in time to be of use.

Books and other material must be returned within two weeks from the date received. Upon request, the time on books will be extended one week, provided the club registration number and the date stamped in book are given. The club is subject to a fine of five cents a day on each package kept over two weeks.

Transportation charges both ways are borne by the club. This includes posting and packing.

Address all correspondence concerning this program to

WOMEN'S CLUB SECTION,
Bureau of Public Discussion,
University Extension Division,
Chapel Hill, N. C.

BUREAU AND SERVICE OF THE UNIVERSITY EXTENSION DIVISION

CHAPEL HILL, N. C.

The University of North Carolina through its University Extension Division offers to the people of the state:

I. Class Instruction: Regular university courses given by members of the faculty in many communities throughout the State. Minimum enrollment fifteen. Write for free extension class catalogue.

II. Correspondence Instruction: Standard university courses by mail, either for credit or non-credit. Courses credited toward university degrees and state teachers' certificates. Write for free correspondence instruction catalogue.

III. Public Discussion: Programs for women's clubs and other groups. Package library loans. Home reading courses. Programs and guidance for debating clubs, parent-teacher associations, etc. General information. Write for list of bulletins.

IV. Lectures and Short Courses: Popular or technical lectures, individual or in series for clubs, community organizations, etc.; addresses for commencement or other special occasions. Upon request short courses at the University for educational and commercial groups; institutes on road engineering, country life, community drama, etc. Write for free lecture bulletin.

V. Community Drama: Guidance and direction in the writing and production of community plays, pageants, home chautauquas, and festivals. Write for list of bulletins. Field representative available.

VI. Commercial and Industrial Relations: Coöperates with business and manufacturing organizations of the State. Special studies, business surveys, and research on economic problems. *Commerce and Industry* monthly free.

VII. Community Music: Leadership for community sings. Formation of music choruses. Lectures on public school and community music. Piano and organ recitals and other music programs.

VIII. Visual Instruction: Lantern slide sets for loan to schools, community organizations, clubs and individuals. Write for list of subjects.

IX. Municipal Information and Research: For use in studying and drafting city, town, village, and county legislation.

X. Economic and Social Surveys: Of counties and communities for use by them in efforts to improve their economic and social conditions. Information about economic, social and civic conditions in the State and Nation. *University News Letter* weekly free of charge.

XI. Recreation and Community Organization: Promotes community organization. Recreational programs and lectures. Laying out playgrounds. Equipment. Recreational activities. Play institutes. Recreational bulletins, leaflets, and aids. Home chautauquas. Field day programs. County and local fairs. Field representative available.

XII. High School Debating and Athletics: Annual state-wide contests in high school debating, academic subjects, and all branches of athletics.

XIII. Design and Improvement of School Grounds: Designs and planting plans for grounds of schools, churches, and charitable institutions. Write for list of bulletins.

XIV. Educational Service and Research (the School of Education): Educational test and measurement supplies and assistance. School surveys. Advice and counsel with reference to school buildings, equipment, and general administrative problems.

10

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

STANDARD PHYSICAL ABILITY TEST

By RUSSELL M. GRUMMAN

A Program of Physical Education For the Public Schools of North Carolina

ISSUED BY THE BUREAU OF RECREATION AND COMMUNITY ORGANIZATION

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.

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PURPOSE

For some time leading school superintendents and principals in all sections of North Carolina have been requesting both the State Department of Public Instruction and the University Extension Division to organize programs of physical education which can be utilized in the public schools. The proper organization to foster a statewide program of physical education is the State Department of Public Instruction, but since the Department is not yet in a position to undertake this work the University Extension Division will for the time being render some service. In view of these facts, the director requested Mr. Russell M. Grumman of the staff of the Extension Division to prepare this bulletin. It is issued under the auspices of the Bureau of Recreation and Community Organization of which Professor Harold D. Meyer is chief.

The purpose of this program is to encourage physical activity on the part of EVERY boy and girl in the elementary and secondary schools of the State. It is largely through organized and supervised physical activities that physical efficiency may be developed. The test includes the fundamental physical movements of running, jumping, climbing, and throwing, events of physical ability and skill, and sets a standard of attainment for each. These standards were determined from results of trial tests and from experiences with similar tests in other states.

The events outlined in this bulletin constitute a program of athletics which may be incorporated as part of the physical education program of a school or a school system. Measurable standards are needed in physical education to show growth, development, and progress. The competitive feature is such that the pupil's record contributes toward a school score. A classification of school reports will be made and it is believed that this will not only be interesting but somewhat indicative of the physical ability of boys and girls in various parts of the State, depending upon the extent to which the test is used. It is hoped in this way to secure valuable data which will be of future use in planning a comprehensive state program of physical education.

Occasionally the criticism has been leveled at our schools that we devote too much attention to highly specialized athletic teams. It is the firm opinion of the undersigned that, *in general, we are not laying too much emphasis on football, basketball, and baseball in our high schools; rather we are not laying enough emphasis on the broader program of physical education which has for its*

aim the participation of every boy and girl. This latter aim is the purpose for which this Standard Physical Ability Test was prepared and we trust it may be of real service to all the schools of the State.

CHESTER D. SNELL, *Director,*
University Extension Division.

(COPY OF LETTER)

SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF NORTH CAROLINA

Raleigh, N. C., November 12, 1925.

MR. R. M. GRUMMAN,
Chapel Hill, N. C.

DEAR SIR:

I am returning the copy of your proposed bulletin on Physical Education. I think that it would be very much worth while for you to get out such a publication, and I most heartily endorse it.

With sincerest good wishes, I am,

Yours very truly,

(Signed) A. T. ALLEN,
State Superintendent Public Instruction.

MASS ATHLETICS

The usual school athletic plan ephasizes special team training and individual athletic performance. It is desirable to organize athletic activities in the school on a basis that will bring all the pupils into activity. While team and individual excellence are well worth developing within reasonable limitations, it is even more important to provide opportunities for each pupil to engage in interesting athletic competitions that not only provide healthful exercise but also enable him to contribute something toward the school.

The Standard Physical Ability Test is not competition between individuals but a test of the individual's ability against standards. It is a test of development and physical efficiency. Attempt has been made to simplify it as much as possible so that it may be conducted by practically any school. Every boy and girl (excepting only those physically unfit) must take part in every event. Honor emblems are awarded on the basis of all-round athletic ability.

It should be remembered that this type of activity (ability tests) is only one phase of a well-organized program of physical education and therefore should not occupy too large a portion of the time allotted by a school for this work. The social aspect of the testing program should be emphasized in the pupil's mind.

Some values of the program may be briefly outlined, as follows:

1. It contributes to general physical fitness.
   Normal growth and development.
   Motor control.
   Muscular strength, vigor, and endurance.

2. It contributes to mental efficiency.

3. It contributes to the development of social and moral qualities, such as:

   Sportsmanship.
   Patience; perseverance; determination.
   Wholesome ambition.
   Respect for others.
   Loyalty; sense of honor.

Classification, Events, and Standards of the Physical Ability Test

1. Class A. (Grades 9, 10 and 11)

	Events	Standards
Boys	1. 100 yards dash	13 seconds
	2. Standing broad jump	7 feet
	3. Pull-up (chinning)	6 times
	4. Baseball throw	200 feet
Girls	1. Balancing (book on head; 3 deep knee bends)	24 feet; 2 trials
	2. 50 yards dash	8 seconds
	3. Basket-ball throw	45 feet

2. Class B. (Grades 6, 7 and 8)

	Events	Standards
Boys	1. 60 yard dash	9 seconds
	2. Standing broad jump	6 feet, 3 inches
	3. Pull-up (chinning)	4 times
	4. Baseball throw	150 feet
Girls	1. Balancing (book on head; 1 deep knee bend)	24 feet; 2 trials
	2. 50 yards dash	8 seconds
	3. Indoor baseball, throw and catch	3 errors allowed

3. Class C. (Grades 4 and 5)

	Events	Standards
Boys	1. 50 yards dash	8 seconds
	2. Standing broad jump	5 feet, 6 inches
	3. Pull-up (chinning)	2 times
	4. Baseball throw	120 feet
Girls	1. Balancing (1 deep knee bend)	24 feet; 2 trials
	2. Running and catching	20 seconds
	3. Indoor baseball throw	50 feet

Equipment Needed

Basket-ball of regulation size. (30-32 inches in circumference, 20-23 ounces in weight.)

Indoor baseball. (12 inches in circumference, 6 ounces in weight.)

Official league baseball. (9-9¼ inches in circumference, 5-5¼ ounces in weight.)

Volley ball or bean bag.

Chinning bar.

Jumping pit. (4 feet wide by 12 feet long.)

"Take-off" board. (8 inches wide.)

Balance beam, 12 feet long or a 2-inch by 4-inch plank of the same length.

Rope, about 25 feet long and 2 poles, each about 12 feet long.

Stop watch and tape measure.

Indoor or playground ball diamond with 35-foot base lines.

DIRECTIONS FOR EVENTS

Dashes. 50 yards (Girls, grades 6-11, inclusive; boys, grades 4-5)
60 yards (Boys, grades 6, 7 and 8)
100 yards (Boys, grades 9, 10 and 11).

Equipment: Stop watch or watch with second hand; tape measure.

Preparation: Measure distances in straight line and on level ground.

Officials: Starter, timer, and scorer.

Regulations: The start may be made from a standing or crouching position, in either case no part of the body may touch the ground ahead of the starting lie. In starting the following commands should be used: 1. "On the mark!" 2. "Get set!" 3. "Go!" At the word "go" the starter should give a signal sharply with handkerchief or arm. A stop watch should be used to time the runner. The timer should stand at the finish line, watch the starter, and start the watch on the command "go" or when the starter gives the signal. The watch should be stopped the instant any part of the runner crosses the finish line. If an ordinary watch with second hand is used, the starter should also act as timer and stand at the finish line. Only one official trial is allowed in this event.

Standing Broad Jump. (Boys, grades 4-11, inclusive).

Equipment: Jumping pit, "take-off" board, tape measure.

Preparation: Whenever possible it is best to prepare a jumping pit by digging up a piece of ground about four feet wide by twelve feet long and sinking a wooden or metal strip about eight inches wide level with the ground at one end to serve as a "take-off."

Officials: One or two judges and scorer.

Regulations: The toes of the jumper must not be over the front edge of the "take-off" or over the starting line. After each jump the pit is to be smoothed over and made level with the "take-off" for the next jumper. Preliminary rocking forward and backward before jumping is allowed, but the contestants feet must leave the ground but once in making the jump. If any spring jump is taken before the broad jump, it counts as one trial jump without result. Measurements must be made from the first break in the ground to the nearer edge of the "take-off" and perpendicular to it. If a jumper falls back, the break made by the hand or the body will be the point from which to measure. In the official test three trials are allowed, the best jump to be reported.

Baseball Throw. (Boys, grades 4-11, inclusive).

Equipment: Official league baseball; tape measure.

Preparation: Mark off starting line and distances of 120, 150, and 200 feet.

Officials: Two judges and scorer.

Regulations: The primary consideration is distance, although the ball should be kept within a fairly well-defined area, say the width of a road or track. Any number of steps shall be allowed but the thrower must not step over the line in making the throw. If the thrower steps over the line the distance made shall not be recorded but the throw shall count as one trial. Three trials are allowed in the official test, the best throw to be taken as the record.

Pull-up (chinning). (Boys, grades 4-11, inclusive).

Equipment: Chinning bar.

Preparation: Set up a horizontal bar in a doorway, on the playground, or in the gymnasium. If this is impossible, a ladder set against the side of a building may be used.

Officials: One judge and scorer.

Regulations: Ordinary grasp must be used; i. e., thumbs toward each other, backs of the hands toward the contestant. Contestant must hang with arms straightened at full length and feet not touching the ground before starting the pull-ups. He must pull himself up without a kick, snap, jerk, or swing until his chin is above the bar. Lowering himself again until his arms are straight, he repeats the pull-up. One official trial is allowed.

Running and Catching. (Girls, grades 4 and 5)

Equipment: Volley ball or bean bag; stop watch or watch with second hand; about 25 feet of rope and two uprights or poles, each twelve feet long.

Preparation: At a distance of twenty feet from the starting line and parallel to it stretch a rope ten feet from the ground.

Officials: Timer and scorer.

Regulations: On the signal "go" the girl runs from the starting line, tosses a volley ball or bean bag over the rope, catches it, and runs back to the starting line. *Three such trips are made,* finishing at the starting line. In case of failure to catch the ball, or bag, it must be secured, tossed over the rope (either direction), and caught before continuing the run. The starting line and the rope should both be away from any wall, backstop, or other object, so that neither the contestant nor the ball shall touch any obstruction during the run. The total distance is 40 yards. The timer should also act as starter and stand at the start and finish line. Only one trial shall be given in the official test.

Basket-ball Throw. (Girls, grades 9, 10 and 11).

Equipment: Regulation basket-ball; tape measure.

Preparation: Mark a circle six feet in diameter on the floor or ground.

Officials: Two judges and scorer.

Regulations: In throwing, contestants shall not touch outside the circle with any part of the body until after the ball has struck

the ground. If any part of the body touches outside the circle, the distance made shall not be recorded but the throw shall count as one trial. Three trials are allowed in the official test and the best throw shall be taken as the record. *The throw is to be made with one hand.* If this test is made out of doors, it should be done on a day when the wind does not blow. Measurement is to be made from the near side of imprint made by ball to nearest point of the circle. The tape, if extended, should pass through the center of the circle.

Indoor Baseball Throw and Catch. (Girls, grades 6, 7 and 8).

Equipment: Ball diamond with 35 foot base lines, 12-inch indoor baseball.

Preparation: Place a pitcher and three basemen on an indoor or playground ball diamond measuring 35 feet between bases and 30 feet from pitcher's box to home plate.

Officials: One judge and scorer.

Regulations: Contestant stands at home plate. She must catch the ball delivered by the pitcher, throw to first base, catch the return, throw to second base, catch the return, throw to third base, and catch the return. She must thus catch four throws and throw to each of the three bases, giving a possible seven errors. A throw by the girl or to her shall be judged as being good if both hands can be placed upon the ball by stretching with either foot on the base. In case of a bad throw to her the throw should be repeated. A bad throw by her shall be counted an error. The official 12-inch indoor baseball shall be used. Only one trial is allowed in the official test.

Indoor Baseball Throw. (Girls, grades 4 and 5).

Equipment: 12-inch indoor baseball.

Preparation: Mark off distance of 50 feet from the starting line.

Officials: Two judges and scorer.

Regulations: See regulations for baseball throw.

Balancing. (Girls, grades 4-11 inclusive).

Equipment: Balance beam; book, 5 inches by 7 inches with stiff board covers and three-quarters to one pound in weight.

Preparation: Lay a 2-inch by 4-inch plank 12 feet in length on the floor or ground with a 2-inch side up. (Use standard balance beam if available.)

Officials: One judge and scorer.

Regulations: There is no time limit in this event but there should be an endeavor to meet the requirements promptly, without haste, and with perfect poise. Two trials are allowed in the official test.

In the *Class C test* the girl starts from the center of the beam, walks forward to the end, without turning walks backward to center, makes a half turn and, balancing with toes on beam, holding

head up and body erect, makes deep knee bend, coming to full squat on heels. Rising, she completes turn, walks forward to end of beam, makes full turn and walks to center of beam, the starting point.

The *Class B test* is the same as Class C test, except that the girl must throughout the test have a book balanced upon her head.

The *Class A test* is the same as the Class B test, except that the girl must keep her hands on her hips throughout the test and must make three deep knee bends in succession in place of one.

GENERAL INSTRUCTIONS

Any school official or teacher may give the test.

Great care should be used in timing, measuring, and judging the events.

Test all pupils except those excused because of physical defects, etc. (See "Health Safeguards" below.)

Test each pupil in each event in his or her classification.

Compare each pupil's record with the standard set for the class under which his or her grade is listed. (For example, 5th grade pupil with Class C standards, 9th grade pupil with Class A standards).

All tests must be made without the aid of spiked or cleated shoes of any sort; tennis or gymnasium shoes are allowed.

Make necessary preparations, such as measuring distances, etc., before starting test. (See "Directions for Events" p. 8).

As far as possible, conduct the events out of doors.

Follow the order of events outlined in the bulletin.

Eligibility

Any boy or girl, a *bona fide* pupil in a public elementary school (grades 4-7) or in a high school, in North Carolina, is eligible. No pupil shall be allowed to enter the test except in his or her own classification. Those pupils taking work in more than one grade or class shall be considered as in the advanced grade, if they are taking two or more subjects in that grade. Postgraduates and training class pupils are not to be included.

Health Safeguards

The school medical or health records should be consulted to determine the physical fitness of contestants. If there is any doubt about the physical fitness of a pupil to participate in the test, the case should be referred to the school medical authority or a competent physician for exaimnation before allowing the pupil to enter the events. If any elementary school pupil is ten per cent or more under weight, or any high school pupil fifteen per cent or more under weight, according to the tables sent out from

the State Board of Health that pupil should be excluded from the contest, unless individual examination shows that he is normal and fit to compete in spite of the weight deficiency.

Practice

It is suggested that, as a basis for the testing program, practice and trials in the various events be held during regular physical education periods, preferably out of doors. Recess and other periods of supervised recreation might also be used. Many pupils will practice after school hours and should be encouraged to perfect their ability in each event.

Pupils' Interest

The following ideas may be helpful in securing the interest of boys and girls in the test. These may be used in a variety of ways; for example, in making school or classroom posters, in blackboard announcements, etc.

Boys! Can you run, jump, throw, and pass a test of physical ability as well as, or better than, other boys in your State?

Girls! Can you run, throw, and pass a test of physical skill as well as, or better than, other girls in your State?

An honor you will be proud to win—The emblem of the Standard Physical Ability Test. It stands for all-round athletic ability.

Your record counts for the school. The school's record depends on you. Help your school make a good score.

Learn how to do the events well. Practice will help to improve your ability. Test your ability against the standard. Then do better than the standard. Do the best you can.

Encourage your schoolmates all you can.

The Physical Ability Test is also a test of sportsmanship.

Slogan

Every boy and girl ought to be physically efficient, since to be physically efficient means readiness for effective citizenship. Carefully organized and supervised physical activity is one of the best means of developing physical ability. Hence the slogan of the Standard Physical Ability Test: PHYSICAL ACTIVITY FOR ALL.

Registration

All schools which register to participate officially in the Standard Physical Ability Test will receive the special services of the University Extension Division in connection with the program. The blank in the back of the bulletin should be used for this purpose. Registration must be made before March first. Upon receipt of registration blank and fee, the Extension Division will

mail sufficient copies of this bulletin and supply official score sheets. First-year honor emblems will also be supplied. Recognition of official school scores will be made. (See "Classification of School Scores," below.)

Official Test

The one official test in each event must be conducted between March fifteenth and May first. It may be conducted in a variety of ways, by grades, groups of boys, groups of girls, etc., and spread over the entire period allotted. It is important that pupils know when an official test is to be given. The matter of arranging a schedule for the test, with the exception of the time limit, is left entirely to the schools.

Scoring

Each boy and girl who equals or surpasses the standard in each and all events in his or her classification shall be credited as having passed the test. Ten per cent of the actual enrollment shall be deducted to allow for absentees and pupils excused because of physical defects or illness. Therefore, the school score—either the elementary, the high school, or both—is the per cent of enrollment (less ten per cent) passing the test. The record made by each pupil in each event must be reported. Use the special forms supplied by the University Extension Division to report individual records and to make school report. (See example of scoring on pages 15 and 16.) Reports of the official test must be mailed not later than the first of May. In computing the 90 per cent of the enrollment, discard decimals less than .5 but add 1 when decimal is .5 or greater.

Honor Emblems

Every boy and girl passing the test is entitled to receive the honor emblem of the Standard Physical Ability Test. The University Extension Division will supply the first-year emblem, in celluloid pin form, to all registered schools without extra charge. It is proposed that pupils passing the test a second year in the proper classification receive the emblem in bronze, and that the third time they be awarded the emblem mounted on either a watch fob or ring. Announcement concerning this feature will be made later.

Classification of School Scores

This is a statewide physical ability test for schools in which the individual pupil's record contributes toward a school score. The only public announcement of the results of the test will be the classification of each registered school's score in one of the following classes:

School score between 76% and 100%—Class A School.
School score between 51% and 75%—Class B School.
School score between 25% and 50%—Class C School.
School score under 25%— Class D School.

The Future of the Program

The future of the Standard Physical Ability Test will be determined largely by its acceptance. It is not, in its present form, considered to be final or perfect but will be altered and adapted whenever necessary to fit the needs of the schools for which it is designed. Those preparing the plan hope that such a program may eventually become part of a statewide system of physical education administered by those responsible for this work Suggestions will be appreciated at all times.

Form No. 1

INDIVIDUAL RECORDS—STANDARD PHYSICAL ABILITY TEST

University Extension Division

School _____

Name of Pupil	Boy or Girl	Age	Grade	Record Event 1	Record Event 2	Record Event 3	Record Event 4	Mark X if Passed*
_____	Boy	____	6th	8 3/5 Sec	6′ 6″	4	156′	X
_____	”	____	”	9 ”	5′ 4½″	3	143′	____
_____	”	____	”	10 ”	6′ 5″	0	105′	____
_____	”	____	”	7 3/5 ”	7′ 2″	5	160′	X
_____	”	____	”	7 4/5 ”	7′ 2½″	4	164′	X
_____	”	____	”	8 3/5 ”	6′ 6″	0	118′	____
_____	”	____	”	9 ”	5′ 2″	0	122′	____
_____	”	____	”	10 1/5 ”	6′	3	148′	____
_____	”	____	”	9 ”	6′ 4″	4	155′	X
_____	”	____	”	8 2/5 ”	6′ 3″	6	151′	X
_____	”	____	”	9 ”	6′ 10″	5	161′	X
_____	”	____	”	10 2/5 ”	6′ 2″	4	151′	____
_____	Girl	____	6th	1st. Trial	8 3/5 Sec.	3 Errors	_____	____
_____	”	____	”	” ”	8 ”	2 ”	_____	X
_____	”	____	”	2nd. ”	8 ”	2 ”	_____	X
_____	”	____	”	Failed	8 1/5 ”	4 ”	_____	____
_____	”	____	”	1st. Trial	7 2/5 ”	1 Error	_____	X
_____	”	____	”	” ”	7 1/5 ”	3 Errors	_____	X
_____	”	____	”	” ”	8 ”	2 ”	_____	X
_____	”	____	”	2nd Trial	7 4/5 ”	1 Error	_____	X
_____	”	____	”	Failed	8 ”	4 Errors	_____	____
_____	”	____	”	”	8 2/5 ”	2 ”	_____	____
Name of person conducting test							Total Passed	12

Please list boys' and girls' records separately. Use other side of this form if necessary.

*Mark X only if pupil has equaled or surpassed standard in all events.

Form No. 2

SCHOOL REPORT—STANDARD PHYSICAL ABILITY TEST

To be filled out by the physical director, principal or superintendent and mailed, not later than May first, to the University Extension Division, Chapel Hill, N. C.

School.....Address.....

Elementary School	Actual Enrollment	90% of Enrollment*	Number of Pupils Passed			
			Boys	Girls	Total	
Fourth Grade.....	30	27	8	6	14	
Fifth Grade.....	32	29	10	9	19	
Sixth Grade.....	26	23	6	6	12	
Seventh Grade.....	25	23	5	8	13	
Totals.....	113	102	29	29	58	
High School						
Eighth Grade.....						
Ninth Grade.....						
Tenth Grade.....						
Eleventh Grade.....						
Totals.....						
Summary						Percentage Score *
Elementary School Totals....	113	102	29	29	58	57
High School Totals.....						
Total School Score.....						

DO NOT FILL IN THIS SPACE

Date received _____

Date checked _____

Classification _____

I certify that to the best of my knowledge the above record is correct and that the test was conducted according to the regulations.

_____
Superintendent or Principal.

_____
Physical Director.

NOTE: Individual records reported on Form 1 must be sent with this report.

*In computing percentage discard decimals less than .5 but add 1 when decimal is .5 or greater.

REGISTRATION BLANK

Standard Physical Ability Test

.....Date.

The University Extension Division:

The.....school hereby registers for official participation in the statewide Standard Physical Ability Test. It is understood that the enclosed registration fee* of $.....dollars entitles us to receive sufficient copies of the bulletin and all necessary score sheets, and that celluloid honor emblems will be awarded to all pupils in our school passing the test.

The actual enrollment of grades which will participate is as follows:

Actual Enrollment of Grade 4.....

Actual Enrollment of Grade 5.....

Actual Enrollment of Grade 6.....

Actual Enrollment of Grade 7.....

Total Enrollment of Grammar Grades .....

Actual Enrollment of Grade 8.....

Actual Enrollment of Grade 9.....

Actual Enrollment of Grade 10.....

Actual Enrollment of Grade 11.....

Total Enrollment of High School .....

Grand Total Enrollment .....

.....

Principal or Superintendent.

.....

School.

.....

Address.

* Registration Fee: One cent for each pupil enrolled in participating grades. Minimum one dollar, maximum twenty dollars.

To be mailed to University Extension Division, Chapel Hill, N. C., before March first.

Vol. V., No. 12 April 1, 1926

University of North Carolina Extension Bulletin

THE TEACHING OF FRENCH AND SPANISH IN THE SECONDARY SCHOOLS OF NORTH CAROLINA

THE UNIVERSITY OF NORTH CAROLINA PRESS
Entered as Second-Class Matter October 19, 1921
CHAPEL HILL, N. C.

The report contained in this bulletin grew out of a widely-felt need for some degree of standardization of the ground to be covered in high school courses in French and Spanish, and in response to frequent requests for suggestions. In many cases the recommendations offered represent individual opinions for which the authors alone are responsible. Entire concurrence of views in the controversial field of language teaching is impossible.

It is hoped that the report will give a clearer understanding of the language situation in the high schools of the State and that it will serve as a basis for a further development of a programme. It will be useful especially for inexperienced teachers who at present have no very detailed guide to follow.

The Teaching of French and Spanish in the Secondary Schools of North Carolina

The Department of Romance Languages in the University of North Carolina recently undertook to make a study of the teaching of French and Spanish in the high schools of the State. To secure the necessary information, the following questionnaire was prepared.

I. 1. Name of teacher.
2. School.
3. Number of students taking French or Spanish { 1st year / 2nd year
4. Texts used { 1st year / 2nd year
5. Are the modern languages usually studied in the students' first or last two years?
6. How many class hours do you teach? Average size of language classes?

II. 1. Preparation of teacher: (Please indicate what language courses you have studied, length of each course, and institution.)
2. Experience of teacher: (Years Institution)
3. What supplementary summer school or extension courses in modern languages have you studied?
4. What kind of summer school or extension courses would be most helpful to you?
5. What other subjects do you teach?
6. Which subject do you prefer to teach?

III. 1. Please state, if possible, proportion of your students who continue language work in college.
2. What in your opinion should be the aim of modern language instruction in high school?
3. Are the results of the present programme of study satisfactory in your opinion?
4. Do you favor a state-wide standard high school course in French and Spanish?
5. Would you recommend more or less grammar drill? Reading? Oral work?
6. What in general is the attitude of students toward language work, *i. e.,* favorable, hostile, or indifferent?
7. How in your opinion could the work be made more attractive and its utility better understood?
8. Do the aims of language instruction and college requirements need more precise definition?

This questionnaire was sent to about four hundred teachers of French and Spanish and in return 130 replies were received. The data secured, therefore, do not give a complete picture of the situation. It is very probable that the larger schools and more efficient teachers are too largely represented in the returns.

ANALYSIS OF REPLIES FROM TEACHERS OF FRENCH

Among the institutions heard from, only nine show a registration of more than fifty students in first-year French, and only four more than fifty in second-year French. In the majority of schools the classes range from ten to fifteen students. Inasmuch as it is safe to assume that the schools not replying are smaller than the average of those that did reply, it is clear that the problem of language teaching in this State involves peculiarly the difficulty of teaching a highly technical subject in relatively small institutions.

Preparation of Teachers

The information furnished concerning the preparation of teachers can only be interpreted in a very general way. The average amount of time spent by the teachers in studying French in college is two and one-half years, taking as a basis five-hour per week courses. A large number, therefore, have had only one year or less. Moreover, the quality of the instruction received must represent great variations. The number of colleges attended is astounding, in many of which the instruction can hardly be of first-class college grade. There are almost half as many colleges represented as individuals making replies—62, in fact, located for the most part in the states of North and South Carolina, Virginia, Georgia, and Tennessee. Besides such comparatively well-known institutions as Lenoir, Meredith, Guilford, Salem, and Elon, there is a long list of fifty or more colleges, the importance of which can hardly be appreciated outside of the localities in which they are located. Thirteen teachers have had experience abroad.

If the highly technical nature of modern language teaching is considered, together with the fact that the replies probably represent the more efficient teachers of the State, it seems quite clear that many are not adequately prepared to undertake their tasks. This is due to no fault of the teachers or administration, but to a general situation which has developed in all states during the last few years.

The replies concerning experience as a language teacher were as follows: 12 had no previous experience, 28 one year, 17 two years, 19 three years, 18 four years, and 26 more than four years. A relatively large proportion have taken supplementary summer school courses.

Other Subjects Taught

Among the teachers from whom information was secured only nine teach French exclusively. Seventy-one have one other subjects, 44 two other subjects, and 9 three other subjects. It would be safe to assume that the small number of teachers who replied have greater interest in language teaching than those that did not reply; and yet, even in this group, there is no very great preference for language teaching. Of those who teach Latin as a second subject, 9 prefer Latin, 20 French or Spanish. Of those teaching English, Mathematics, History or Science, 42 prefer language, and 35 other subjects. If all the teachers could be heard from, it is likely that the balance in favor of language teaching would disappear.

Aims of Language Study in High School

The answers to the question concerning the aim of modern language instruction in high schools were extremely diverse. No consensus of opinion apparently exists. A large number indicated reading knowledge as important, but almost as great a number mentioned grammar and a speaking knowledge of the language. Other objects—of which some fifty were mentioned—were vocabulary, pronunciation, literature, sympathy with foreign nations, college requirements, general culture, translation, mental discipline, and customs and ideals of other countries. A large

number of teachers failed to answer this question, either not knowing or considering the answer too difficult to state.

Attitude Toward Present Programme

The majority of teachers appear to be dissatisfied with the results of the present programme. The returns were as follows: Satisfactory, 38; unsatisfactory, 80. The expression of opinion in favor of a standard high school course was most surprising. One hundred and twelve were in favor of such a course and only 14 opposed.

In recommending changes in the present programme most teachers advised more reading, more grammar, and more oral work, but in varying degree. One hundred and eight considered more oral work necessary, 52 more reading, and 78 more grammar. Many of the replies were evidently given offhand without very serious consideration.

Attitude of Students

The attitude of students toward language study in high school offers another surprise. According to the answers received, in no case are students hostile to the work, and in only 23 cases are they indifferent. It is hard to believe that the returns indicate the real situation, since some resistance to what usually appears to youth as a very rigorous and petty discipline is only natural.

Suggestions to Increase Attractiveness of Work

In answer to the question as to how the work could be made more attractive, a number of suggestions occurred. Only two points, however, were especially stressed—the need for more oral work, and for better preparation of teachers. The other suggestions involved for the most part the use of certain pedagogical machinery in which there is at present an almost universal faith. Some of the suggestions were songs, crossword puzzles, plays, games, pictures, letters, use of Fraser and Squair's grammar, disuse of Fraser and Squair, phonetics, clubs, native speakers, etymology, elective courses, newspapers, etc. A few

indicated the need for a standard course of study, for better texts, and for more definite aims.

As might be expected, almost all teachers indicate the need for better definition of the aims of language instruction and of college requirements. The vote on this question was 112 to 11.

Summary of Results

The answers to most of the questions did little except confirm what is largely common knowledge. The situation in North Carolina, as elsewhere, is far from satisfactory. Many of the teachers are not adequately prepared for teaching so highly technical a subject; they do not agree as to the end in view nor as to the means to attain any end. The rapid increase in high school study has probably made instruction in all the traditional branches unsatisfactory. Some high schools must necessarily be small, and some provision made for the new masses that have decided to secure a liberal education.

It seems possible, however, to do immediately something which, while it may not offer the ultimate solution of the problem, will produce certain good results. The first need is for a precise statement of the end of language instruction, not in idealistic terms, as is often the case, but taking account of the actual situation—that is, what is obtainable under the conditions that now prevail in this State.

These conditions are in general as follows: A large percentage of the schools are in small communities where the need for linguistic training is not clearly felt and which lack both students and teachers with a background and purpose favorable to linguistic study. The population is not cosmopolitan; it is far removed from foreign influences and indifferent to them. The resources of the schools are limited, and it is not possible to secure teachers who can meet all the ideal requirements necessary to carry out the traditional programmes.

Purpose of Language Instruction

Leaving aside the secondary aims of language instruction, there are three principal objects which may be kept in view: A speaking knowledge, a writing knowledge, and a reading knowl-

edge. If the needs of the students are considered, the first of these aims can hardly be admitted as the fundamental object of the instruction. Students cannot learn to speak a foreign language with fluency in the time allowed for language study. If they could, they would know more than many of their teachers. In any case, if the object could be obtained, it would still be scarcely worth while. Not one student in a hundred will ever have need or occasion to speak a word in a tongue other than his own. The accomplishment itself is not of a high grade and the attempt to attain it often results in wasted effort.

The second possible aim, ability to write the language, must be discarded as a principal minimum objective for similar reasons. Very few students will ever have need to correspond in any tongue except their own.

The last aim is, to a certain degree, attainable even under the conditions that now prevail, and has most justification from a purely educational and cultural standpoint.

If reading knowledge should be the principal minimum aim of the instruction, the problem still remains as to how to attain this end, taking into account the teachers who at present have no common purpose, no common training, no uniform experience, and no specific guide to follow. It is the opinion of the writer that a more detailed outline of a French course would help to give a common understanding of the task and would do much to remedy the present confusion that the answers to the questionnaires abundantly reveal.

Objection to Present Outlines of Courses

A number of outlines already exist, but for the most part they are too general to be of any great service. This is especially true in the case of college requirements. They usually state that a student should acquire a reading knowledge of simple French prose, ability to translate simple sentences, with as much stress as possible on pronunciation and oral work. If a teacher of mathematics is told that her students should acquire a knowledge of the multiplication table, the task is perfectly definite and understandable. But to tell the teacher to teach pronunciation, reading, or translation is quite meaningless from any practical

viewpoint. In each case one is dealing with infinity. No one knows how to pronounce in an absolute sense; the French phoneticians themselves are in continual dispute; a lifetime is insufficient to learn all. Likewise, no one knows how to read in an absolute sense; an expert philologist might be utterly unable to get the sense of a mathematical treatise. In practice the teacher is told simply this: To embark upon the oceans of sound, accent, pronunciation, words, meanings, grammar, and translation. Some go one way and some another. There is no agreement concerning the ultimate port or the points of call. If there can be any doubt as to this, the answers to the questionnaire would dispel it.

Need for a Precise Programme, and Achievement Tests

It is useless, therefore, to offer teachers directions of this kind, and their almost unanimous demand for more precise definition of the aims of language teaching is an expression of their need. The Foreign Language Study, under the auspices of the Carnegie Foundation, is at work at present on the problem of devising achievement tests which will offer a guide as to the extent of knowledge required. But until this work is completed it would be very helpful, especially to inexperienced teachers, to outline more exactly a standard minimum course, and to offer tests which can be used to define and verify the attainment.

TENTATIVE PROGRAMME

Until the results of the investigations of the Modern Language Study are published the following tentative programme is suggested. It is based upon and is supplementary to the report of the course committee of the French section of the North Carolina Education Association.

Pronunciation

Since the principal object of high school language study is to obtain a certain degree of ability to read the foreign language, pronunciation can only be a secondary aim. But even a slight acquaintance with a foreign tongue demands some idea of its

sound, and this knowledge must be imparted as a preliminary to the study.

The student should be taught the general rules for:

1. Tongue position.
2. Phonetic syllabication.
3. Word and phrase group stress.
4. Liaison.
5. Pronunciation of final consonants.

He should know the usual pronunciation of the following letters:

a	ê	o open	g
à	e	ô	x
â	i	u	j
é	y	c	w
è	o close	ç	h

And of the following digraphs and combinations of sounds:

ei	am	un	ill (medial)
ai	en	um	eil
au	em	eun	tion
oi	in	gu	eux
eau	im	qu	euse
aux	ain	ch	ui
ou	aim	sc	tie
eu	ein	th	tiel
an	on	gn	eille

And, as a test to verify the minimum attainment, he should be able to give the pronunciation of a list of words similar to the following:

âge	finir	peur	main	thé
ami	sibyl	peu	sein	mignon
dame	école	sur	bon	famille
père	mauvais	du	un	pareil
tête	oie	grand	parfum	nation
reine	tôt	champ	jeun	heureux
vrai	au	dent	gueux	heureuse
de	aux	temps	quatre	tuile
le	beau	fin	chose	calvitie
donne	ou	simple	science	essentiel
				bouteille

The acquirement implied in this test should represent a minimum standard for passing and the passing grade should guarantee the attainment. Whatever the teacher may obtain further by effort and initiative in improving accent and knowledge of this vast subject, may be considered as that much gained. A minimum requirement must of necessity be kept low.

Grammar

The study of grammar is not an end in itself and should be made to serve the main purpose of acquiring a reading knowledge of the language. The construction of French is so similar to that of English that this branch of study should be comparatively simple. The chief difficulty is with the inflected forms of the language, which must be understood in order to insure accurate reading. Idiomatic differences in the manner of expression, such as "How do you *go*?" for "How do you *do*?", are much less important, since they are not generalized but occur in thousands of individual variations that no one can ever know completely and that can be explained as they occur in connection with the reading. But the small group of inflected forms, especially the pronouns, occur in almost every line, and on the basis of frequency of occurrence are by far the most important words in the language. In the traditional grammar methods some of the exercises stress inflected forms, some idiomatic expressions, some simply vocabulary, but the majority of exercises mix together all these separate elements to make a complicated problem in the form of a sentence for translation. The teacher should realize the varying importance of the elements involved—how, for instance, the pronoun "it" may be a thousand times more important than the most frequently occurring nouns in the language. The guide as to the importance of words and phrases must be the frequency of occurrence.

Since certain classes of words, like the pronouns, are of such vast importance, they should be known well enough to be reproduced in translation from English to French. The writing of exercises may give practice in the use of these words, insure their acquirement, and offer a secondary educational advantage of training in verbal precision.

The student should know very thoroughly:

1. The rules for agreement.
2. The forms of:
   a. definite and indefinite articles, and contractions.
   b. possessive adjectives and pronouns.
   c. demonstrative adjectives and pronouns.
   d. interrogative adjectives and pronouns.
   e. relative pronouns, *qui, que,* and *dont.*
   f. conjunctive pronouns—subject, direct, indirect, and reflexive.
   g. disjunctive pronouns.
3. Inflection and comparison of adjectives and adverbs.
4. Use of the tenses of the indicative, the present subjunctive, and the imperative. The formation of compound tenses. Position of conjunctive objects. Agreement of past participle. Tense sequence in conditional sentences.
5. Partitive expressions. Use of article with general noun.
6. Forms of negation.

The extent of knowledge of the above required as a minimum attainment may be implied by ability to translate sentences or phrases similar to the following:

1. The book, a book, one book, some books, the books. 2. A pen, the pen, the pens, some pens, one pen, another pen, the other pen, the other pens. 3. Of the book, to the book, of the books, to the books, of the pens, to the pens, some books, some pens. 4. This book—this one; that book—that one; these books—these; those books—those; this pen—this one; those pens—those; this other book; this other pen. 5. My book—mine; my books; my pen—mine; my pens; my other pen; his book; his pen; his pens; her book; her pen; her pens; —(and so on with other possessive adjectives and pronouns.) 6. Which book? what book?—which one? what one? what ones? Which pen? which pens?—which ones? which one? which? 7. The book which is here. The books which I have. The book of which I speak. The pen which is here. The pens of which I speak. 8. I, you, he, she, we, you, they. 9. I am, you are, he is, we are, you are, they are. 10. With me, with you, with him, with them, with us. 11. I give it *(mas.);* I give it *(fem.);* I give them. 12. I give to him, I give to her, I give to you, I give to them. 13. He gives to me; she gives to us. 14. He gives it to me; I give it to him; they give them to them; they give some to us. 15. He does not give it to me;

she does not give them any. 16. He has given it to her; she has not given them to us. 17. The little book; the little books; the little pen; the little pens. 18. The smallest pen; the smallest book; a book as small as this one. 19. She comes; she used to come; she was coming; she is coming; she has come; she came; if she came; although she may come; although she comes; when she comes; I wish that she would come; it is necessary that she should come; come; let him come; let them come. 20. She has not come; she will never come; he has nothing; I am speaking to no one; I have only two of them.

Verbs

The irregular verbs are among the most important words in the language. The single verb *vouloir,* for instance, may occur more times than all the verbs of the third regular conjugation put together. Because of the arrangement of the grammars and lack of drill exercises, the irregular verbs are often neglected. *Venir* is hundreds of times more important than a regular verb like *aduler* or the idiomatic phrase "What time is it?"

The attainment test under this heading is ability to recognize all forms, and to reproduce all except the past definite and past subjunctive, of the following verbs:

1. Model verbs of regular conjugations.
2. *Avoir, être, aller, dormir, mourir, ouvrir, tenir, boire, connaître, craindre, dire, écrire, faire, lire, mettre, prendre, rire, suivre, vaincre, vendre, vivre, recevoir, devoir, asseoir, falloir, pleuvoir, pouvoir, savoir, valoir, voir,* and *vouloir.*

Idiomatic Expressions

The number of idioms in any language is almost infinite and the grammars usually present only a random choice. The teacher must use judgment in determining whether the particular idiom is difficult to understand when it appears in a reading text, and, in case it is apt to give difficulty, how often it may occur. In using the traditional grammars for exercise material great care is necessary not to confuse the essential and important with a mass of detail. It would seem preferable on the whole to consider idioms only as they occur in connection with the reading, since each idiom represents a special case and is therefore not subject to generalization or systematic treatment.

Vocabulary

The grammars in most frequent use at present make little attempt to classify and organize the study of individual words. There is therefore no advantage of mixing vocabulary study as such with study of inflection and special constructions, and great disadvantage in mixing all together, i.e., in not isolating each particular problem. The usual translation sentence is a complicated puzzle involving so many different tests that the student has little opportunity to concentrate on any one vital point. It would seem better, as far as possible, to make vocabulary a special problem in connection with reading and to take up new words as they occur in the reading texts.

After two years of high school French a student should be able to give the meanings of about 60 per cent of the words that appear in the following lists (taken largely from the New York University Bulletin):

Adverbs—Conjunctions:

d'abord, ainsi, assez, au-dessous, au-dessus, aujourd'hui, aussitôt que, autrefois, avant que, beaucoup, debout, dehors, déjà, demain, depuis que, encore, enfin, ensuite, environ, ici, jamais, jusqu'à ce que, là, longtemps, lorsque, mais, bon marché, mieux, à moins que, au moins, ne . . . aucun, non, ou, où, partout, nulle part, pendant que, peu, pis, plus, ni . . . non plus, plutôt, point, pourtant, pourvu que, près, quand, depuis quand, quoique, rien, sans que, si, sitôt, de la sorte, de sorte que, surtout, tandis que, tant, tard, tôt, toujours, pas du tout, tout à coup, tout à l'heure, tout de suite, toutefois.

Adjectives:

grand, petit, long, court, bref, épais, large, étroit, proche, lointain, haut, bas, profond, droit, gauche, rond, lent, premier, dernier, vieux, neuf, nouveau, jeune, mort, malade, frais, fatigué, gros, fort, faible, froid, chaud, léger, lourd, facile, difficile, doux, plein, vide, juste, cher, beau, joli, laid, demi, pauvre, noir, blond, brun, propre, sale, blanc, gris, bleu, rouge, jaune, vert, sage, bête, fou, tranquille, paresseux, bon, aimable, gentil, mauvais, méchant, content, heureux, malheureux, gai, triste, vrai, faux, ennuyeux, nu, fier, égal, étrange, étranger, autre, même, véritable, sûr, ouvert, fermé, seul, prêt, fâché, affreux, pressé, paisible, utile.

Nouns:

L'Univers: Le monde, la terre, le soleil, la lune, l'étoile *(f)*, le ciel, le nuage, la lumière, Dieu.

La Terre: l'eau *(f)*, la mer, le lac, le bord, la rive, le vent, la pluie, le mont, la montagne, la forêt, la ville, la campagne, l'endroit *(m)*.

Noms Géographiques: l'Angleterre, l'Allemagne, l'Espagne, la Suisse.

Le Temps: le temps, la neige, le froid, la chaleur, l'an, l'année, le mois, la semaine, le jour, l'heure, le printemps, l'été, l'hiver, le siècle, le matin, le midi, le soir, la nuit, la fête, la fois.

L'Homme: la femme, l'enfant, le vieillard, le garçon, la fille, une jeune fille, le monsieur, la dame, l'ami, les gens, la foule.

Le Corps Humain: Le corps, l'âme, l'esprit, la tête, l'œil, l'oreille, le nez, la lèvre, la dent, la langue, le front, la joue, la figure, les cheveux, le cou, l'épaule, le dos, le côté, le bras, la jambe, la main, le pied, le doigt, le genou, la peau, le sang, l'os, le cœur.

Vêtements: les vêtements, les habits, le soulier, le chapeau, le gant, l'épingle, la montre, la poche, la laine, la soie, le parapluie, le trou.

Aliments: le repas, le déjeuner, la viande, le bœuf, le poulet, le pain, le beurre, le fromage, le fruit, le gâteau, le sucre, le vin, le blé, le légume, la pomme de terre, la pomme, la poire, la cerise, la prune, la pèche, la fraise.

La Famille: les parents, le père, la mère, le frère, la sœur, la tante, le neveu, le mari.

Métiers—Professions—Titres: le maître, l'ouvrier, le boulanger, le tailleur, l'hôte, le marchand, le paysan, le berger, la bonne, le garçon, le cuisinier, le cocher, le facteur, l'écrivain, le médecin, l'élève, le curé, l'évêque, l'Église, l'État, la guerre, la paix, le soldat, le fusil, l'épée, le roi.

Ville—Campagne: les habitants, la rue, le chemin, la route, la place, le bateau, le pont, le champ, le jardin, la cour.

Édifices: l'édifice, la maison, la gare, le marché, l'école, la bibliothèque.

La Maison: le mur, la cave, l'étage, le plancher, le plafond, le toit, la pierre, le bois, la cheminée, l'escalier, la marche, la porte, la fenêtre, le coin, la chambre, la salle, le salon, la cuisine, la clef, le tapis, le meuble, la chaise, le fauteuil, le tableau, le siège, le banc, l'oreiller, le lit, la couverture, la serviette, l'assiette, la fourchette, le couteau, la cuillère, la tasse, le verre, la bouteille, la lumière, le feu, le savon, le clou, l'allumette, l'aiguille, l'épingle, le fil, la chose.

École—Enseignement: la pension, l'élève, le pupitre, le tableau, le crayon, l'encre, la langue, l'histoire, le livre, la ligne, la phrase, le mot, le titre, la fin, le milieu, le cahier, la plume, le papier, la leçon, l'exercice, la règle, l'examen, la lecture, le résumé, le roman, le conte, la chanson, le journal, le timbre-poste, la carte postale, le jeu.
La Grammaire: le devoir, la raison, le principe, le sens, le son, la voyelle, la consonne.
Voyage: le chemin de fer, le billet, la malle, l'argent, l'or.
La Nature: le loup, le chien, le cheval, l'âne, la vache, le bœuf, le nid, l'œuf, la poule, le canard, le poisson, la mouche, l'abeille, l'arbre, l'herbe, la feuille, le bois, l'ombre, la fleur, le sable, le fer, l'acier.

Verbs:

envoyer, courir, couvrir, mourir, offrir, souffrir, dormir, mentir, partir, sentir, servir, sortir, tenir, venir, apercevoir, s'asseoir, devoir, falloir, pleuvoir, pouvoir, savoir, voir, vouloir, boire, battre, croire, dire, écrire, faire, lire, mettre, naître, paraître, craindre, prendre, rire, suivre, vaincre, vivre, conduire, accompagner, acheter, ajouter, appeler, apporter, avaler, baigner, bâtir, brosser, cacher, casser, changer, chanter, chercher, choisir, commencer, compter, corriger, coucher, couper, coûter, crier, déchirer, dédaigner, déjeuner, demander, demeurer, se dépêcher, donner, douter, écouter, effacer, ennuyer, envoyer, épargner, espérer, essayer, expliquer fâcher, fermer, finir, goûter, grandir, habiller, habiter, ignorer, jeter, jouer, laisser, laver, lever, manger, neiger, obéir, ordonner, oser, oublier, parler, peigner, penser, perdre, pleurer, porter, promener, punir, rappeler, regarder, rentrer, renvoyer, rester, réussir, rêver, réveiller, rompre, rougir, sauver, sembler, signer, songer, sonner, souhaiter, souligner, soupirer, sucrer, tâcher, travailler, veiller, vendre.

Reading

The amount of reading done is of less importance than the accuracy with which it is done. The first line of almost any text will involve the use of the words of greatest frequency of occurrence, namely, the articles. The first paragraph will include a good share of the commoner pronouns, adjectives, and prepositions and some of the principal verbs. In twenty-five pages of almost any text nearly all the essentials of grammar are involved, and in a hundred pages a fairly good reading vocabulary. The number of pages read, therefore, is of slight importance; but

thoroughness implies economy of effort, (as, for instance, in avoiding the necessity of searching many times for the same word as it reoccurs) and has a further pedagogical advantage in teaching how to read accurately. The choice of text is not so important from the language standpoint, since the commonest words and expressions will occur in all. But if a book be assigned for careful study it should be of a quality to repay serious effort. A book that appeals to a superficial or childish interest, however pleasant for casual diversion, may be very dull on careful study and frequent rereading. But in this matter the teacher should be the judge. The usual prescription of two hundred pages for two years' work should be sufficient.

The test under this heading is ability to answer pertinent questions bearing upon the meaning of a paragraph of simple, untechnical French not previously studied.

The above programme represents a minimum that should be obtainable by experienced and inexperienced teachers alike. It names what should be studied and to what extent. It implies a minimum standard of attainment which, if enforced, would form a basis for further work in the colleges. At present no such basis exists, since it is difficult to find any common ground among a group of students coming from high school.

In many schools it may be possible to accomplish much more than has been outlined. In the extra time the students may profit by the teacher's individual ability or ingenuity. In so controversial a field it would be fatal to require all to follow a rigorous rule. But it is highly proper to indicate a common ground to be covered and a common minimum attainment to be secured by whatever method the teacher may choose. Likewise, in specifying the general aim of the instruction—or at least the minimum aim—there is no infringement on the teacher's liberty to give oral work and to develop any secondary aims she may think important.

H. R. Huse.

SPANISH

Since only twenty-one of the forty-two secondary schools known to be teaching Spanish replied to the questionnaire, it is obviously impossible to state with any accuracy the number of students pursuing Spanish in the high and preparatory schools of North Carolina. The number reported in the questionnaires returned, 1241 students, is probably about two-thirds of the total. Eleven schools had over twenty-five students in first-year work, and five over twenty-five in the second year. Of these, five schools had a registration of over fifty students in the first and two over fifty in the second year.

Courses and Texts

For the most part the high schools are offering Spanish in the last two years of the course. Two schools, however, offer it in either the first two or the last two years; two, in the second and third years; and three, in the first two years. In the last case it appears clear that students who enter college from these schools (and it is likely that many will do so) will be seriously handicapped by the break of two years which this arrangement entails. On the other hand, instruction in modern languages in the second and third year leaves the way open to extending the work to a three years' course, a move that is altogether desirable. There are already at least three secondary schools which offer a three years' course in Spanish, the R. J. Reynolds High School in Winston-Salem, the Asheville School for Boys, and the New Hanover High School in Wilmington.

The grammars in use were varied in the extreme, Hills and Ford being the most popular, though not being used by a majority of the teachers. DeVitis, Coester, and Shapiro ranked about equal in popularity. The texts for reading were of course even more diversified. Almost as many different texts were reported as there were schools sending in replies. In general these books seemed to be well within the range of high school students, with the possible exception of *El Capitán Veneno* (used in three schools), and *José* (one school). Both of these texts present rather more than average difficulty even for fairly advanced classes.

Teachers

The average number of periods taught per day was five—one teacher reporting seven, which is of course excessive. The number of students in a class ranged from eight to thirty, with the average fifteen to twenty.

The answers to the question regarding the preparation of the teacher showed a great diversity of training, fourteen institutions being represented. Three teachers had been abroad. In nearly every case a reasonable number of courses in Spanish had been pursued, many of the teachers indicating an excellent preparation. Only two reported no previous experience in teaching; the great majority had had two years or more. In this connection it was encouraging to note the number of teachers who had supplemented their knowledge of Spanish by work in summer schools, for of six who had had two years' experience in teaching, two had taken summer work in Spanish; of nine with three or more years' experience, six had pursued summer courses. Extension or summer school courses which would be most helpful were indicated as follows: Phonetics and Teachers' Course (5), Conversation (4), Modern Drama (2), Modern Spanish Literature (1).

Five teachers reported Spanish as the only subject taught; five taught one other language, usually French; eight taught two other subjects, the usual combination being Spanish-French-English or Spanish-French-Latin. With but one exception (Civics) all preferred to teach one of the modern languages, probably the one in which the teacher considered herself best prepared.

Aims of Language Instruction

All but two of the Spanish teachers answered the question, "What should be the aim of modern language instruction in the high school?" Eight considered ability to read as one of the most important aims; six, to broaden the student's mental horizon; four, to speak the language; three, knowledge of grammar; three, to interest the student to continue the study of language; two, to understand simple spoken Spanish; two, to enlarge the vocabulary; and two, to write the language. Numerous other aims were

suggested but only one mentioned preparation for college, and that with reservations.

The results of the present programme of study were considered by a large majority to be unsatisfactory, and with but two dissenting voices all favored the adoption of a statewide standard course. The two who disagreed may perhaps have interpreted the word "standard" in a more rigorous sense than was intended. As to possible changes in the present programme, seven favored more grammar work; four, less; and four, no change. Four recommended more reading; one, less reading; and one, no change. Twelve recommended more oral work.

In a great majority of the schools the attitude of students toward foreign languages was regarded as favorable, none reported their students as hostile, and only five considered their attitude indifferent.

In regard to making the work in Spanish more attractive and its utility better understood, the suggestions were many. In the order of number of schools expressing an opinion they were: Spanish clubs, use of Spanish newspapers, realia, songs, poems, lectures, oral work. All of the teachers but one agreed that the aims of modern language instruction needed more precise definition.

Conclusions

From the replies briefly summarized above it appears that the present status of Spanish teaching in the preparatory schools of the State is in no way discouraging. Being a newcomer in the field, Spanish has had to fight its way into the curriculum, and for that reason is probably on a somewhat better basis than French, so overwhelmed by the recent influx of students. It is therefore all the more important that any ground which has been gained by Spanish be not lost and that any further steps taken in its development be made in the right direction.

The variety of aims of modern language instruction and the diversity of suggestions for making the work more efficient mentioned in the replies to the questionnaire, are only to be expected when the pathways to be followed are now indicated by so many guideboards—past instruction, college entrance requirements as stated in catalogues, the state bulletin, and outlines and sugges-

tions published from time to time in different journals. Until the Modern Language Study makes its report some temporary understanding should be reached, or this confusion will continue.

Last year a "standard" course in Spanish was prepared by a committee representing the Modern Language Association of North Carolina, submitted to the various colleges for approval,[1] and, when this was obtained, published in the *High School Journal.* A copy of this number was sent to every Spanish teacher in the State. In preparing the report the committee did not attempt to do more than "state more fully than is possible in college catalogues the preparation expected of students when they enter the various colleges in the state." It was not intended to restrict the teacher to any particular method nor to standardize instruction to a machine-made product and destroy individual initiative.

In scope this course is not essentially different from the majority of outlines used throughout the United States; and in it the secondary schools of the State will find a common ground by which may be effected a closer contact between them and the colleges, a goal well worth striving for.

REPORT OF COMMITTEE [2]

In view of the fact that at times an attempt is made to cover too much ground in elementary language work, the committee, wishing to stress quality rather than quantity in high school preparation, recommends that in the first year of high school Spanish the teacher complete only one-half to three-fifths of the work as outlined in a standard Spanish Grammar.[3]

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[1] The following institutions have accepted this report as fulfilling all entrance requirements in Spanish: Atlantic Christian College, Davidson College, Duke University, Elon College, Flora Macdonald College, Greensboro College, Guilford College, High Point College, North Carolina College for Women, North Carolina State College of Agriculture and Engineering, Salem College, the University of North Carolina and Wake Forest College.

[2] Fred K. Fleagle, Davidson College; Augustine La Rochelle, North Carolina College for Women; Sturgis E. Leavitt, University of North Carolina, *Chairman.*

[3] Grammars listed in the Approved List of Texts:

1. Combination Method.—Coester, *Spanish Grammar* (Ginn). Crawford, *First Book in Spanish* (Macmillan). De Vitis, *Brief Spanish Grammar* (Allyn and Bacon). Espinosa and Allen, *Elementary Spanish Grammar* (Amer. Book). Fuentes and Francois, *Practical Spanish Grammar* (Macmillan). Hills and

Ordinarily this will include: Thorough drill on pronunciation from the outset and insistence on correct pronunciation throughout the year; the formation of the plural of articles, nouns, and adjectives; contractions of *de* and *a* with the article; possessive, descriptive, and demonstrative adjectives, formation of the feminine, comparison of adjectives, cardinal numerals; pronouns used as subject, direct and indirect object of a verb, their position in regard to the verb, forms used as object of a preposition; regular verbs in the indicative (present, imperfect, future, conditional, preterite, perfect, and pluperfect), the distinction between *ser* and *estar,* reflexives and passives, the present tense of *tener, haber, dar, querer, poder, ir, ver, poner.*

Detailed study of the subjunctive and practice in the use of it is not recommended until the second year, although in the use of some grammars it may be found necessary to introduce the subjunctive to some extent. The use of the subjunctive as imperative, however, is almost necessary in class instruction.

Practice in dictation should be frequent so that students will readily understand Spanish words *spoken in groups.* In this connection it should be made clear that the written accent is an essential feature of Spanish spelling.

For reading, 75 to 125 pages from any of the following texts is recommended, with insistence on the use of idiomatic English in translation:

Dorado, *Primeras lecturas en español* (Ginn).
Harrison, *Elementary Spanish Reader* (Ginn).
Roessler and Remy, *First Spanish Reader* (Amer. Book).
Walsh, *Primero libro de lectura* (Heath).
Wilkins, *Beginners' Spanish Reader* (Holt).
Wilkins and Luria, *Lecturas faciles* (Silver, Burdett).

All these books appear in the North Carolina List of Approved High School Text Books.

Ford, *First Spanish Course* (Heath). Shapiro, *Beginners' Spanish Grammar* (University of North Carolina Press).

2. Direct Method.—Dorado, *Primeras Lecciones de Español.* Espinosa and Allen, *Beginning Spanish* (Amer. Book). Hall, *Poco a Poco* (World Book). Hall, *All Spanish Method* (World Book). Marion and Des Garennes, *Introducción a la lengua castellana* (Heath).

Second Year

At the beginning of the second year the grammar work of the first year should be carefully reviewed to be certain that the student has a complete mastery of the points of grammar mentioned above. The pronunciation especially should be reviewed and stressed through the year. Practice in dictation should be continued throughout the second year and the student made acquainted with more extended groups of words.[4] After the review of the grammar work covered in the first year the rest of the grammar should be taken up, the rules carefully explained with frequent drill, and at the end of the year an extensive review of the whole grammar is advisable.[5]

The reading of not less than 125 pages from the following texts is recommended:

Asensi, *Victoria y otros cuentos* (Heath).
Bransby, *A Spanish Reader* (Heath).
Carrión Aza, *Zaragüeta* (Sanborn).
Gorostiza, *Contigo pan* (Macmillan).
Harrison, *Intermediate Spanish Reader* (Ginn).
Hatheway and Bergé-Soler, *Easy Spanish Reader* (Macmillan).
Henry, *Easy Spanish Plays* (Allyn).
Isaacs, *María* (Ginn).
Luquiens, *Elementary Spanish American Reader* (Macmillan).
Valera, *El Pájaro Verde.*

These books have also been selected from the Approved List. For testing and rounding out the student's vocabulary, the use of Merás y Roth's *Pequeño Vocabulario* (Heath) is recommended.

In this connection careful rather than extensive reading is expected, so that the student will see and understand the difference between Spanish and English sentence structure, the use of idioms, the use of the Spanish reflexive where the English calls for the passive, the use of the double negative, the use and meanings of *por* and *para,* inverted order ("Posible es, sin embargo,

[4] The attention of Spanish teachers is called to an article in *Hispania* (Vol. VII, November, 1924, pp. 298-309) which deals extensively with the matter of words spoken in groups.

[5] It is unwise to do more than briefly explain the future subjunctive and preterite perfect *(llegado que hubo),* as the time can be better spent on more essential details.

que, etc."), and in general the passages which illustrate the points already covered in the grammar work.

Upon entering college the student with two years of high school preparation will be expected to be thoroughly familiar with the following essentials:

1. Nouns
   - Formation of the plural
   - Gender

2. Adjectives
   - Classes
     - Demonstrative
     - Possessive
     - Descriptive
     - Numerals
     - Articles (Forms, contractions, uses)
   - Agreement
   - Formation of the feminine
   - Formation of the plural
   - Apocopation
   - Position
   - Comparison
   - Translation of *than* after a comparative

3. Adverbs
   - Formation
   - Comparison
   - Position

4. Pronouns
   - Subject of a verb
   - Direct object
   - Indirect object
   - Position in the sentence
   - Object of a preposition
   - Possessive
   - Reflexive, position
   - Demonstrative
   - Relative
   - Interrogative
   - Indefinite

5. Verbs
   - Regular verbs
   - Radical changing verbs
   - Orthographical changing verbs

-car	-guir
-gar	-quir
-ger, -gir	-uar, -iar
-cer, -cir	-zar

6. The use of the personal object *a*

Reflexive verbs
The following irregular verbs: *tener, haber, ser, estar, andar, ir, venir, ver, oir, valer, hacer, decir, dar, poder, querer, saber, salir, poner, caer, traer.*
The simple tenses of the indicative
Present, imperfect, preterite (uses), future, conditional
The compound tenses of the indicative
Perfect, pluperfect
The passive voice
The subjunctive (except future subjunctive)
Its uses

7. Use of *pero, mas,* and *sino*
8. The most common idiomatic constructions: Especially *volver a, haber de, tener frío, hacer frío,* etc., *hay viento,* etc., *hay que,* expressions of time, *acabar de, acabar por, gustar a, tener que.*

Remarks

Two of the recommendations in the above report perhaps need further elucidation—the pronunciation of individual words and of words spoken in groups. Certain sounds in Spanish present greater difficulty than others, and to these should be given more attention than to those which more nearly approximate English. The following, for example, need detailed description of the tongue position involved and frequent practice in accuracy:

ai	b, v
e, open and close	d
ei	r, rr
o, open and close	ll
	ñ
	j

In passing from these sounds to words, the student will need to know the principles of syllabication and the effect of open and close syllables. In explaining the pronunciation of groups of words the following should be emphasized: Breath groups, sense groups, the loss of contiguous vowels (le he dicho, *ledicho*), and of consonants (con nosotros, *conosotros*). For an extensive treatment of pronunciation the teacher is referred to Navarro Tomás, *Manual de pronunciación española;* Moreno Lacalle, *Elements of Spanish Pronunciation,* (Scribner's); and Navarro-Espinosa, *Primer of Spanish Pronunciation,* (Sanborn).

S. E. LEAVITT.

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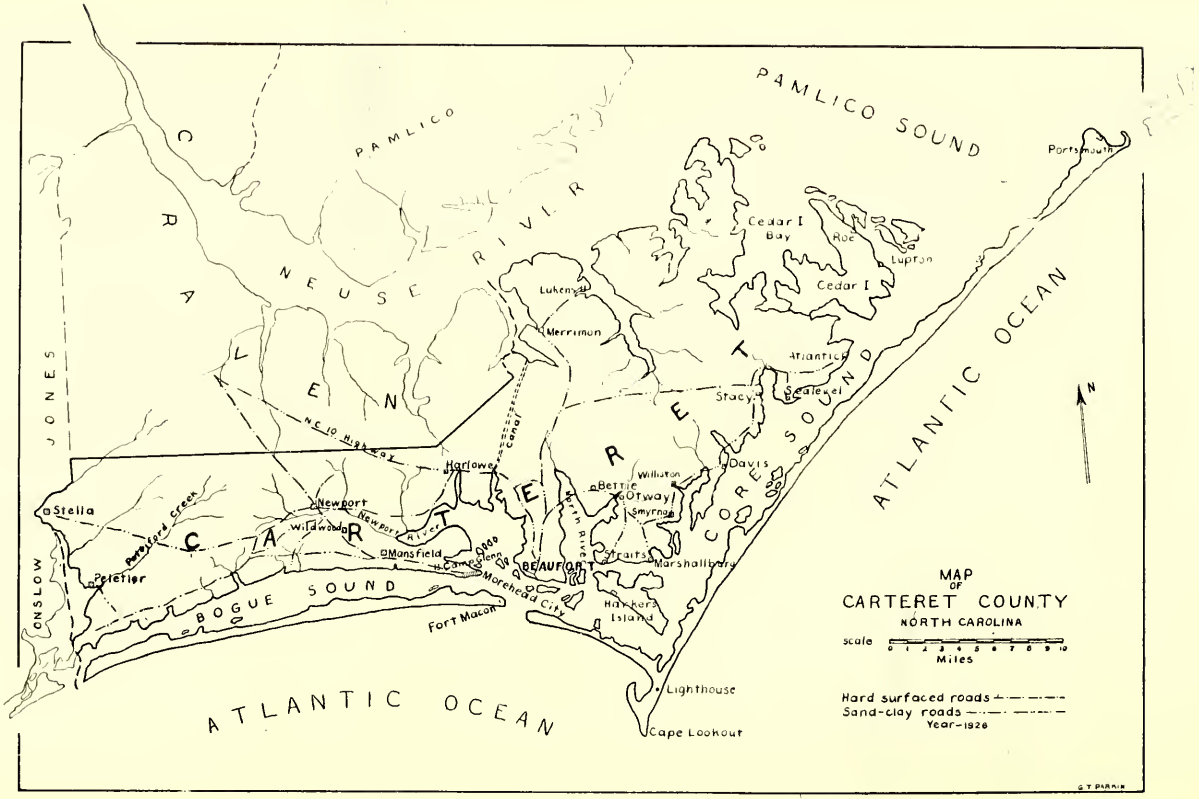
MAP
OF
CARTERET COUNTY
NORTH CAROLINA
scale
0 1 2 3 4 5 6 7 8 9 10
Miles
Hard surfaced roads
Sand-clay roads
Year-1926
PAMLICO SOUND
PAMLICO
NEUSE RIVER
CRAVEN
JONES
ONSLOW
CARTERET
BOGUE SOUND
CORE SOUND
ATLANTIC OCEAN
ATLANTIC OCEAN
Portsmouth
Cedar I Bay
Roe
Lupton
Cedar I
Atlantic
Sealevel
Stacy
Davis
Williston
Bettie
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Mansfield
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Fort Macon
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N

13

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN

CARTERET COUNTY: ECONOMIC AND SOCIAL

By

ALEEZE LEFFERTS, H. C. LAY
AND C. W. LEWIS

Issued By
THE BUREAU OF ECONOMIC AND SOCIAL SURVEYS

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.

ACKNOWLEDGMENTS

The Carteret County Club at the University of North Carolina is organized to promote fellowship among the students who hail from Carteret but, further, it wishes to translate a part of education in terms of the community which is common to each of its members. And so it has sponsored this study of the conditions, resources, and problems of our home county which has been made by Miss Aleeze Lefferts, Mr. Clifford W. Lewis, and Mr. Henry C. Lay. These three members of the Club have worked in season and out to the end that they might faithfully portray Carteret's place among the counties of the State.

The Club extends its appreciation to the Extension Division of the University for its aid in publishing this bulletin. Also it wishes to thank the various social and civic organizations, the officials of various industries, and the State Fish Commission for information furnished the authors. Mr. George Parkin, a member of the Club, prepared the map of the county. Mr. J. S. Holmes furnished an interesting history of Fort Macon and Mr. Elmer Higgins gave us access to statistics on fisheries. We are also indebted to Mr. H. H. Lenox, Professor M. C. S. Noble, and Mr. Hugh Overstreet for miscellaneous information. Mr. J. W. Workman, County Superintendent of Schools, has given us information on schools and Mr. Stancil, County Auditor, has furnished statistics on wealth and taxation.

This bulletin was prepared as a laboratory study in the Department of Rural Social-Economics and the authors are very greatly indebted to Mr. Edgar T. Thompson, of this Department, for his advice, encouragement, suggestions, and criticism during the course of its preparation.

THE CARTERET COUNTY CLUB,
CLARENCE W. HALL, *President.*

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FOREWORD

Edgar T. Thompson
Department of Rural Social-Economics

Localism does not necessarily mean particularism; the first is a thing to cultivate, the second is a thing to get rid of. Localism suggests concern for, and attachment to, one's locality; particularism means aloofness and, sooner or later, local egoism. Unfortunately, the period of material development, particularly of real estate, in which the communities of the Southern States are now in the midst, is promoting a provincial-mindedness among our people which manifests itself in much boasting, much boosting, and too little concern for the public welfare. This kind of spirit wants facts but of a certain kind only. It wants facts but not too many.

Opposed to this attitude is the attitude which substitutes planning for boosting, an intelligent pride in achievement for boasting, and demands all of the facts as the only sure and certain basis for rational planning and development. Such an attitude is striven for in this little bulletin on Carteret County. However, it is very evident that not all of the facts needed about Carteret County are possible without a more elaborate survey of actual conditions than three University students, giving all of their spare time between studies and far removed from the community of their study, are able to make. Yet there are many things about this summary study which commend it to Carteret people. In the first place it is a labor of love on the part of Mr. C. W. Lewis, Mr. H. C. Lay, and Miss Aleeze Lefferts, all Carteret County students at the University. By the examination of reports and miscellaneous literature and by correspondence with home county people they have assembled a body of information on Carteret County which, although not complete, ought to make a valuable contribution to a better understanding of existing conditions and problems which challenge the best thinking and action of the county's leaders. In the second place the chapters compare Carteret County with the other ninety-nine counties of North Carolina in scores of particular details determining where Carteret leads, where she lags, and where she is merely marking time. Each comparison presents a challenge to the people of the county to better a poor rank or maintain a good one.

The Carteret County citizen who sits down to read this study through will be well repaid for his time. He will be worth more to his community, county and state when his knowledge about them is supplemented by a careful reading of the pages that follow.

University of North Carolina
April 19, 1926.

I

THE HISTORICAL BACKGROUND

Aleeze Lefferts, H. C. Lay, C. W. Lewis

The location of Carteret on the Atlantic coast of North Carolina accounts for the beginning of its history at an early date. Old Topsail and Ocracoke Inlets are famous in the early history of North Carolina as gateways to the mainland and both of these inlets are passages to Carteret. These inlets offered harbors to vessels during stormy weather and proved excellent gates of entrance to the mainland. These are some of the reasons why the earliest explorers visited Carteret and why some of the earliest settlers came there.

Early Explorations

In 1524, Giovanni Davenazzano, a Florentine navigator in the service of France, visited the Cape Fear region, remained there a few days and then turned northward to explore the coast. He made stops at every opening or inlet, touching Carteret first at Old Topsail inlet, then at Ocracoke Inlet. Giovanni and his crew were probably the first white men to visit Carteret.

Philip Amadas and Arthur Barlow set out in 1854 to explore the coast of the new world for Sir Walter Raleigh. After sailing sixty-seven days they arrived at Roanoke Island. From Roanoke they explored the coast southward for six weeks, stopping on the mainland and islands where they found Indians friendly and food in abundance. These explorers reported to Raleigh the names of the territory as given by the Indians. "The Indian name of the Albemarle Sound was Occam, and into it flowed a river called Nomopana, and near the mouth of this river was a town called Chowanook, and the name of the king thereof was Pooneno. The Pamlico shores of the county of Carteret were called Secotan, and those of Craven, Pomonick. Secotan was under the king of Wingandaceo, and Pomonick under an independent king named Piamacum. In the interior, toward the setting sun, the country was called Newsiok, and through it coursed the river Neus." Barlow's account of a visit to the Island of Wingandacoa, which was somewhere within Ocracoke Inlet and in Core Sound near the mainland called Secotan, is given by Ashe in his *History of North Carolina.* This island was probably Cedar Island or one of the islands near it.

After Barlow and Amadas reported a favorable trip to Queen Elizabeth, Raleigh secured a charter to send a colony to the new world. Ralph Lane was placed in charge of this colony of one hundred and eight men. They left England in seven ships in 1585 and were one month and twelve days in reaching the country later called Carolina. Three days later they narrowly escaped being wrecked on a beach which they called Cape of Fear. After three more days the colony reached Wocokon, a part of the North Carolina banks now known as Ocracoke. The colony spent the next month in exploring the mainland and islands of Core Sound and Pamlico Sound. This was the third expedition from the Old World which stopped at Carteret. At the end of a month the colony moved up to Hatteras and to Roanoke Island where they started the first English colony in America. Lane left for England in order to get supplies. When he returned in 1590 he found his colony gone and only the word *Croatan* carved on a tree to indicate their whereabouts. A legend still further connects this colony with the history of Carteret. Tradition says that this colony became mixed with the Indians by intermarriage, that some years later Indians in the locality of Carteret and adjoining counties told of parents with blue eyes and said that they could read out of books. The family names of many of the people in Carteret correspond to those given for Lane's Colony according to Hawks' *History of North Carolina.* Some of these names are: White, Baily, Stevens, Howe, Johnson, Willes, Smith, Brown, Little, Taylor, Lucas, Berry, Butler, Wright, Chapman, Harris, Martin, Jones.

The next white men to visit Carteret, in 1652, were settlers from Virginia. Roger Green, a clergyman from Nansemond County, Virginia, played an active part in bringing settlers south of the Chowan river. This section includes Carteret County. In 1654 Francis Yeardley, a son of Governor Yeardley of Virginia, was sent on an expedition to explore the region which now includes the counties of Currituck, Camden, Pasquotank, Perquimans, Bertie, Washington, Tyrrel, Dare, Hyde, Beaufort, Pamlico, Craven, Carteret and Onslow. During the same year the Governor of Virginia reported, "Small sloops owned by Virginia settlers are employed in visiting the sounds of Carolina for the purpose of hunting and trading with the Indians." These small vessels carried back much game and valuable products of trade made with the Indians as well as wonderful reports of the country visited. This news spread among the settlers in Virginia and caused those people to wish to move to the new region to the south because lands there

were free from quit rents. In 1656 the Virginia Assembly commissioned Thomas Dew and Thomas Francis to explore the coast between Cape Hatteras and Cape Fear and these men also visited Carteret. Settlers from Virginia were gradually spreading southward to the section known as Albemarle. In 1663 Charles the Second of Great Britain granted the land known as "Carolina" and part of Georgia to the eight Lords Proprietors. Among these proprietors was Sir George Carteret, and after his death in 1679 his son with three other proprietors bought Sir William Berkley's share of Carolina for three hundred pounds. At this time Albemarle was the only section settled by white men, but these settlers were looking for more land, better land, and cheaper land and continued to move slowly southward along the coast. Massachusetts and Pennsylvania had also sent out trading and exploring vessels to the shores of Carolina, and by the year 1650 the people of New England were beginning to migrate southward to Albemarle and counties along the coast. In 1669 the Proprietors decided to divide Albemarle into four precincts named Carteret, Berkley, Shaftesbury and Albemarle—this was a part of the Grand Model of the Proprietors. It did not meet with success as the thinly settled precincts, such as Carteret, objected to the rent on land being paid in silver rather than provisions. Peter Carteret, a relative of Sir George Carteret, was governor of the province at this time and the dissatisfaction increased to such an extent that he abandoned the colony and went back to England in 1673. By 1688 settlers from Albemarle had spread southward along the coast as far as the Cape Fear settlement.

Territorial Beginnings

In 1696 Bath County was separated from Albemarle, and Carteret by this division was in Bath County, Archdale Precinct. Bath County extended from Albemarle Sound down to the undivided limits of the province and when Carteret Precinct was established some years later, it included the entire unsettled region embracing the Cape Fear and down to the South Carolina line. The settlements in the region about Carteret were not growing rapidly because of trouble with the Indians. The northern part of the county around Cedar Island was most thickly settled. These first settlers were French Hugenots from Virginia. In 1710 De Graffenreid and Lawson brought a colony of Swiss and Germans who settled along the banks of the Neuse. Most of them remained around that vicinity but some of them, looking for more room and better land,

moved over to the Core Sound region. Carteret was now increasing in population. In 1712 the Core and Tuscarora Indians staged their last war on the whites in Carteret. They destroyed much property and many lives. Among those who lost their lives was John Lawson, the earliest historian of the state. Colonel Moore in 1712 closed the war by marching into Carteret and completely subduing the savages in a battle near the present town of Beaufort. In the same year a fort was built on Core Sound to protect the inhabitants. It was named in honor of Governor Hyde. After the Indian war was over settlers came more rapidly to the territory around Core Sound and North River. Most of these settlers came from the Berne colony, others came from Virginia, Albemarle and New England. In October, 1713, the town of Beaufort was laid out into lots which were sold to purchasers. In the following February tracts of land on Bogue Sound were taken up. Also in the same year a grant of land was issued to John Porter reaching from Drum Inlet to Topsail Inlet, which tract included Port Lookout. The Lords Proprietors allowed Governor Hyde to issue patents for land, not to exceed six hundred and forty acres in a body, requiring a cash payment of twenty shillings for every hundred acres and an annual rent of one shilling. These terms applied only to Bath territory as Albemarle was held under the Great Deed.

The Indian troubles were scarcely over when privateering became a menace to the settlers along the Carolina coast. The pirate most familiar in North Carolina history is Teach, better known as "Blackbeard." He used Core Sound as a place to hide when he was being chased on the Atlantic, and all the harbors of Pamlico Sound were known to him. His ship, the Adventurer, was captured on November 22, 1718, by Lieutenant Mayard near Ocracoke Inlet. "Teach's Hole" is still pointed out by pilots on Pamlico Sound.

The Council established Carteret Precinct in 1722, including all the settlements in that direction and the town of Beaufort was incorporated into a seaport entitled to a collector of customs. A road was ordered opened from Core Point to New Bern. The following year it was decided that growth of this part of the province was being retarded for lack of commercial facilities. To improve this condition a navigation act was passed to encourage a settlement on Ocracoke Inlet because of the good harbor at this place. In 1729 the first Assembly was called together after Carteret was obtained by the English Crown. At this Assembly Carteret had two mem-

bers and in 1733 it still had only two members. Gabriel Johnson was the royal governor of the province.

Some Early Land Grants

From 1735 to 1750 a great many land grants were issued by the King's Council for lands in Carteret County or Precinct. In the following list of grants familiar Carteret County names are recognized.

Petitions granted in 1735:

Thomas Lovick and Francis Thornton, 640 acres.
Arthur Mabson, 640 acres.
Joseph Morgan, 640 acres.

Petitions granted in 1736:

John Webster, 208 acres.
Nic Bryant, 327 acres.
George Cummins, 400 acres
John Starkley, 400 acres.
Carry Godbee, 200 acres.
David Sheppard, 100 acres.

Petitions granted in 1737:

Theopelos Norwood, 640 acres.
Bryant McCullin, 500 acres.
Anthony Cox, 300 acres.
David Turner, 200 acres.
Charles Cogdale, 422 acres.

Petitions granted in 1738:

John Webster, 140 acres.
John Dudley, 270 acres.
Richard Lovit, 100 acres.
John Shaw, 640 acres.

Petitions ganted in 1739:

Joseph Sessums, 268 acres.
Joseph Calvert, 292 acres.
Bradberry Cook, 100 acres.
Sam Noble, 320 acres
Moses Houston, 300 acres.
John Small, 300 acres.
Nevil Bell, 200 acres.
William Shackleford, 500 acres.

Petitions granted in 1740:

Thomas Lovick, 400 acres.
William Houston, 300 acres.
John Roberts, 400 acres.
Francis Allways, 300 acres.
Joseph Bale, 100 acres.
Michiel Pasquornett, 400 acres.
John Hodgson, 350 acres.
David Shepard, 100 acres.

Petitions granted in 1741:

Frank Brice.
Joseph Noble, 500 acres.
Henry Stanton, 480 acres.
James Salter, 200 acres.

Petitions granted in 1742:

John Webster, 250 acres.
Stephen Lee, 200 acres.
John Shackleford, 640 acres.
Nicholas Hunter, 200 acres.

Petitions granted in 1743:

George Bell, Jr., 200 acres.
David Bailey, 300 acres.
James Yeats, 200 acres.
Charles Cogdale, 100 acres.
James Winwright, 375 acres.
Thomas Morton, 200 acres.
George Read, 300 acres.
Nath Martin, 275 acres.
Peter Barton, 100 acres.
Benjamine Weeks, 200 acres.
Sam Chadwick, 175 acres.
Jonathan Bangs, 48 acres.
Johnson Simpson, 480 acres.

Petitions granted in 1744:

Thomas Lewis, 100 acres.
Moses Houston, 300 acres.
Thomas Nelson, 300 acres.
William Coles, 200 acres.
George Styring, 100 acres.

Petitions granted in 1745:

John Saunders, 300 acres.
Nevil Bell, 200 acres.
James Johnson, 200 acres.
Lancaster Lovick, 200 acres.
Valent Wallace, Sr., 150 acres.
William Frazier, 100 acres.
Nathaniel Smith, 300 acres.

Petitions granted in 1746:

William Salter, 200 acres.
Peter Baston, 100 acres.

Petitions granted in 1747:

John Willison, 200 acres.
John Lipton, 200 acres.
Valentine Wallace, 100 acres.
John Hicks, 100 acres.
Thomas Nelson, 200 acres.

Petitions granted in 1748:

Nathan Smith, 400 acres.
Thomas Nelson, 640 acres.
George Bell, 200 acres.
George Cogdale, 200 acres.
Thomas Dudley, 400 acres.
John Nelson, 156 acres.
Robert Savage, 300 acres.
George McKeen, 250 acres.
James Johnson, 200 acres.
William Whitehurst, 350 acres.
Thomas Lewis, 100 acres.

Petitions granted in 1749:

Samuel Negus, 100 acres.
Samuel Smith, Cedar Island.
Habakuck Russel, 50 acres.
Joseph Roads, 100 acres.

Petitions granted in 1750:

David Hecks, 50 acres.
Western Williams, 300 acres.
Thomas Chadwick, 40 acres.
Andrew Bet, 50 acres.
Church Bell, 400 acres.
Seth Robens and Isaac Scrivers, 400 acres.
Jobeth Weeks, 100 acres.
Thomas Matchett, 100 acres.
John Anderson, 100 acres.
John Williams, 200 acres.

Petitions granted in 1751:

John Gillet, 250 acres.
Lancelot Lovett, 200 acres.
Lewis Trott, 200 acres.

By 1757 land grants in Carteret had reached 47,617 acres. The above list of grants given may not be entirely correct but it gives some idea of the families first taking up land in Carteret.

Carteret was divided into four districts in 1745 as follows: (1). Northeastern Part of Newport River. (2). Southeastern Part of Newport River. (3). From Beaufort Township to Core Creek Bridge. (4). From County Courthouse at Beaufort to North River and Extreme East. This was for convenience in building and repairing roads and bridges. Thomas Baker was appointed treasurer of Carteret and several other eastern counties.

The Spaniards

In 1741 several Spanish Privateers took possession of Ocracoke Inlet and seized the vessels arriving there. They also landed and carried off the cattle of the inhabitants. Eventually they were driven away but their depredations were so great that provisions

had to be supplied to the distressed people at a cost to the province of more than ten thousand pounds. Again in 1744 they boldly entered the harbor of Beaufort. Major Enoch Ward hastily gathered some militia and held them at bay until August 26, when they succeeded in gaining possession of the town itself. In a few days, however, Colonel Thomas Lovick and Captain Charles Cogdell came to the rescue with a sufficient force, and early in September the Spaniards were expelled, suffering considerable loss. Later in 1753 Gov. Dobbs recommended that another fort be built near Ocracoke Inlet and the town of Portsmouth laid out. This Fort was called Fort Granville. Here commerce would have the protection of guns. In the same year a poll tax was levied on all taxable persons of Carteret. Some funds were necessary. Thomas Lovick with a regiment at Beaufort consisting of two companies of 195 men was collector at Beaufort in 1754, and in one of his reports he says, "No arms, no ammunition and no Indians."

In 1755 Governor Dobbs visited Beaufort and the surrounding vicinity. This visit was made because of the unopposed raids of Spaniards on the coast of North Carolina. He found the work started on a fort on the land side of the sound, but he immediately decided that the fort should be built on Point of Bogue Island near Old Topsail Inlet. This change was made at once and the fort was called Fort Hampton. It was made of wood and kept in use, more or less, until after the war of 1812. It was replaced by the present Fort Macon.

Internal Improvements

From 1754 to about 1761 a number of bills were passed for improvements in Carteret County. An act was passed for the creation of parishes in Carteret for the promotion of the Protestant religion. An act was passed in 1754 by the King's Council to improve, mend and repair roads, bridges and water courses already laid out or thereafter laid out in Carteret. Two years later another bill was passed to change the method of work on roads and operation of ferries to more economical methods. Another act in 1762 gave the right to every freeholder in Carteret to serve on the jury. All entries for land in Carteret at this time had to be made with the Surveyor-general at Bath. In 1767 an act was passed to erect a beacon at Old Topsail Inlet and others through Core Sound—each vessel coming and going through Old Topsail Inlet must pay a toll or tax. Another act passed by the English Council was to prevent the ultimate destruction of fish in Core Sound, Bogue Sound, and Straits of Carteret. Due to the fact

that Ocracoke was not included in any county, the Governor, the Council and the Assembly included it in Carteret.

Reverend John Reed was pastor of Saint John's Parish in Beaufort which was located where the present Methodist church is now. He complained of trouble with the Methodists and asked for aid from the secretary of the Church of England. The settlers of Carteret at this time were so destitute that they were incapable of supporting the minister of Saint John's Parish which was the Church of England's Parish.

Carteret in the Revolution

When the call for troops came in 1771 to support the Revolutionary forces Carteret's detachment, consisting of one company, marched into New Bern from Beaufort under the command of William Thompson, Colonel; Solomon Shepard, Lieutenant Colonel; Thomas Chadwich, Major; and Malachi Bell, Second Major. In 1774 the Craven and Carteret detachment marched out of New Bern with two field pieces, six swivel guns mounted on carriages, and with supplies that would last them on their route to Hillsboro. During this year the first free and independent assembly met in New Bern. William Thompson represented Carteret County. In 1776 John Blackledge offered to Congress his salt plant to make salt during the war for eight shillings per bushel. And Robert Williams in a letter to the North Carolina Council of Safety says: "I am going to abandon the salt works till summer and tend to rice crop which is on thirty acres." John Easton was appointed paymaster for the two independent companies commanded by Captain James Anderson and Captain Enoch Ward. One thousand pounds were put in his hands for this purpose. He was also to run a salt plant for the government at Gallant's Point. John Easton and Bryce Williams were appointed by Congress to purchase, receive and procure fire arms for the use of the troops.

The last court held in Carteret that recognized George the Third met in Beaufort the 19th of March, 1776. The next court was held in June but George the Third was not mentioned.

When the English brigantine, *William,* anchored in Beaufort Harbor April 10, 1776, it was seized. On May 10, the North Carolina Provincial Congress opened negotiations with Virginia to supply two ships from that province to help guard Ocracoke Inlet. Congress was also of the opinion that the situation of Beaufort and the inlets adjacent were such that it appeared absolutely necessary that a considerable military force should be stationed near, or at that town. In 1777 British cruisers undertook to close the channel

of commerce through Ocracoke Inlet. But many vessels continued to come in bringing ammunition and supplies and privateers were constantly sallying forth to prey on the British. Among these vessels were the *Sturdy Beggar,* the *Nancy* and the *General Washington.* In September, 1777, two English frigates appeared at Ocracoke Inlet and destroyed several ships ready to sail. Immediately the *Sturdy Beggar* with fourteen guns, and the *Pennsylvania Farmer* with sixteen guns sailed to clear the harbor. The inhabitants of Carteret now demanded that Old Topsail Inlet be fortified.

June 6, 1778, a French ship arrived at Cape Lookout with dry goods. The ship was the French frigate, *Ferdinand,* carrying thirty-six guns and two hundred men. Her goods were advertised for sale at Beaufort March 12, 1778. The French in this way were a great aid to the war stricken settlers.

In 1783 a tax of four pence was levied on every hundred pounds of taxable property, to go toward repairing public buildings in New Bern. The General Assembly of North Carolina also levied a tax of eight pence on every hundred acres of land and two shillings and two pence on every hundred pounds value of town lots. The money from this was to go toward clothing and housing the poor. In 1785 another act was passed to tax inhabitants of the county, the money from which was to go toward granting bounties to persons who "killed or otherwise destroyed" any wolves, bears, panthers or wildcats in Carteret County. Years before, the historian Lawson had complained of not being able to sleep on account of howling panthers and wildcats when he visited Carteret and Craven.

In 1779 a part of Carteret was annexed to Jones County. Carteret was flourishing as a trade center. The report of John Dawes, customs collector, showed that Carteret owed the state 1,896 pounds of customs collected.

Carteret in the War of 1812

In the war of 1812 Carteret sent troops in the 2nd Regiment with other eastern counties. But her outstanding contribution was the noted commander, Otway Burns. He came to Carteret from Onslow, engaged in seafaring, and soon became captain of a coasting vessel plying between Beaufort and New York. When the war of 1812 commenced he obtained from the United States government letters of marque and reprisal, and built, through the aid of several wealthy persons as a stock company, a fast sailing ship called the *Snap Dragon.* She was fully armed and equipped with cannon, guns and men. His intimate knowledge of the Carolina coast and

the daring of a chosen crew of men soon made the name of Otway Burns a terror to all the British in American waters. He captured and destroyed a large number of English prizes and brought into Beaufort heavy cargoes of valuables. He established quite a market for the merchants of all eastern Carolina. From an observatory on the top of a high building, the old Atlantic Hotel, he used a spyglass and commanded an extensive view of the ocean. His ship was kept with a ready crew and anchor tripped. When he espied the English colors his fast vessel was soon in pursuit. In England the British Council decided that he must be captured and had a fast sailing vessel built as a merchant ship and with concealed arms. The *Snap Dragon* was deceived by his ruse and Burns and his crew were taken prisoners. They were released after the war.

Railway Development

The coming of the Atlantic and North Carolina Railroad to the port towns of Carteret played a vital part in the history of the two towns. In 1852 the railroad received its charter—the road was to begin at Goldsboro and terminate at Beaufort at a cost of $900,000. In 1854 the town of Beaufort planned to take $100,000 worth of stock but in the following year decided to let the county take half of this amount. The Stock Company had Walter Quinn, a surveyor, measure the distance and pick out the best place for the railroad to terminate. The places picked were Gallant's point, Lenoxville, Shepard's Point and Beaufort. About this time land speculation sprung up around the vicinity of Beaufort. New Bern now tried to gain a controlling stock in the company, which it succeeded in doing, and the building of the railroad was delayed by the controersy arising over the change made in stockholders. When New Bern gained controlling stock they began to ask for contracts but in the meantime ex-Governor Morehead became interested in a tract of land known as Shepard's Point. He bought this tract of land from the Arrendell's estate and shortly afterward offered the Atlantic and North Carolina stockholders to take $100,000 of stock and build some of the road, the thirteen miles from Clumper's Creek to Shepard's Point, the cost of which he would deduct from his stock, if the stock company would build the road to Shepard's Point instead of Gallant's Point near Beaufort. The railroad company accepted the proposition and the road was started from Goldsboro to Shepard's Point. Land speculators began to buy up land in the vicinity at once, and three miles from Shepard's Point a town was laid out and named Carolina City. It was to be a re-

sort and commercial city because of the nearby harbor and the railroad connections being made with the western part of the state. Governor Morehead began to sell his land at Shepard's Point in 1857. Lots were laid out and a town planned. His land sale on November 11, 1857, was the first public land sale to be held in Carteret, and the first day $13,000 worth of property was sold. The town was named Morehead City in honor of Governor Morehead. He planned to make his town a second New York City, believing that with the excellent location of the seacoast and with a railroad running from Asheville to this port, it would be possible to bring the products of the state here for shipment to foreign countries and to larger cities. The first train ran from Goldsboro to Morehead City on June 7, 1858. This was the beginning of the present seaside resort named in honor of its founder, Morehead City.

In 1860, just before the beginning of the Civil War, Carteret contained four hundred square miles of territory and had a population of 8,186. Then in 1861 came the secession of North Carolina and the ravages of the civil struggle which Carteret felt rather heavily.

Carteret in the Civil War

Troops were formed at Beaufort and the "Old Topsail Rifles" tendered to the Confederate government in May, 1861. They were assigned as Company C to the 2nd regiment at Fort Macon and were taken to a camp at Weldon for training and returned in September to Fort Macon. Another fort was hastily constructed at Ocracoke and Fort Macon was put in good condition and well garrisoned. This fort, which had taken the place of Fort Hampton in 1836, was built of the strongest masonry at a cost of $175,000. The regiments at Fort Macon were the 27th Volunteers and the 1st North Carolina Volunteers. The 7th North Carolina Regiment went to New Bern in August, 1861, and did picket duty at Bogue Island, near Fort Macon. They were later moved to Morehead City and then to Newport. In March, 1861, they went to New Bern where they were defeated by the Federals and driven back toward Kinston. Company C of the 2nd North Carolina Regiment was organized at Beaufort with 133 men including officers. Captain S. D. Pool was executive officer. They were transferred to Coast Artillery later and Captain Pool was promoted to Colonel of the 10th Regiment. Companies B, F, G and H were stationed at Fort Macon under Colonel White until its capture. The 10th Regiment did picket duty around New Bern, Wilmington, Goldsboro and Kins-

ton until May, 1863. Picketing was also maintained on Shackleford's Banks and at Cape Lookout where much valuable information from the enemy was procured. A salt plant established at Morehead City was attacked and captured by the enemy just before the attack on Fort Macon. The attack upon the fort began on March 23, 1862, when General Parke of the Federals moved his forces to Carolina City, took possession of Morehead City and Beaufort, and demanded the surrender of Fort Macon. Colonel White refused. The armament of the fort was forty-four guns, fitted to defend the harbor from sea attacks but the guns were now brought to bear on the land side. Everything was prepared for a long siege. On April 11, General Parke began to land his troops on the "banks" and skirmishes took place in which the Federals were stronger. General Burnside came down to Morehead City to affect a surrender on April 24, but with no success. On April 25 an attack was made by land and also from the sea by the blockading squadron. The boats were driven off but the land guns could not do much to the Federal troops. Finally Colonel White realized that his flag would have to come down and on April 26, 1862, he surrendered the besieged fortress. The Confederate loss was seven killed and eighteen wounded. The captured garrison was paroled—some of them going inland and others to Wilmington.

After the capture of Fort Macon, Newport was attacked and the Confederates were defeated by the 103rd New York Cavalry. The 43rd Massachusetts Infantry came through Morehead City on their way to New Bern. They were transferred to Morehead City by boats.

When Sherman was at Goldsboro in March, 1865, getting his army in condition for further fighting, he had all his equipment and material transported from Morehead City and Wilmington over the Atlantic and North Carolina Railroad and for this purpose he had many repairs made, especially on the bridges, eleven of which had been burned between Goldsboro and Morehead City.

Reconstruction

The days of reconstruction began in 1868 with a majority of Carpetbaggers in the legislature. The conflict between the whites and Negroes took on a threatening aspect. As far back as 1821 there had been an insurrection of the Negroes of Carteret and one or two adjoining counties. Now the Negroes stationed at Fort Macon committed atrocities at Beaufort and even threatened to turn the guns of Fort Macon on the town if the people did not release

some Negro prisoners. Finally General Ruger forbade any Negro leaving the fort unless with a white officer. Many colored troops were organized by carpetbaggers and in their enthusiasm at having so much power they drilled all day and celebrated all night. The Freedmen's Bureau settled free Negroes on confiscated and abandoned lands and helped them in many ways to get adapted to their new condition. They even established food stations to feed them. No help was given to the white people until the yellow fever epidemic when the government established a hospital at Beaufort. In 1867 a company of ninety men and three officers were stationed at Beaufort for the purpose of maintaining order among the conflicting factions of reconstruction programs.

The United States sloop, *Huron,* was wrecked off the coast of Carteret by a severe storm in 1874 and soon afterward the United States government established the line Life Saving Stations along the coast of North Carolina which are today the protection of men following the sea. The remarkable feat of N. H. Bishop who arrived at Beaufort after having traveled from Quebec in a canoe through inland waterways, pointed out the feasibility of an inland waterway which would lessen the danger of Cape Hatteras and plans for the present Boston-Beaufort Inland Waterway was the result of this discovery.

The Great War and After

Camp Glenn, formerly Carolina City, was established in 1913 as a training camp for the North Carolina National Guards and many thousand men were trained there for the Mexican War. During the great war Camp Glenn was turned into a Coast Guard Air Station where men were trained in the use of Hydroplanes with which to patrol the coast. The camp is still a Coast Guard Station. Carteret furnished men to the Army and Navy during the last war, built ships and patrolled the coast and made war savings investments. Most of Carteret's volunteers went into the Navy for which many of them were already trained and therefore Carteret's list of Naval Officers was long. Probably the most distinguished service done by a Carteret man in the late war was that of Youman Weeks who was a Corporal in Company F, 118th Infantry. He was awarded the Distinguished Service Cross for extraordinary heroism in action near Bellicourt, France, September 30, 1918, and October 8, 1918. Corporal Weeks on the morning of September 30, when two enemy machine guns were making a part of the line untenable, advanced across open ground

upon one of the guns, rushed the position alone, captured the gun and five of the enemy, and shot down the sixth who endeavored to escape. By this gallant act he prevented the enemy from enfilading our position and thereby saved the lives of many of his comrades. In a later advance he was killed.

In Carteret's history, which is long and very hard to obtain accurately, the most historic features, as we have seen, are the old town of Beaufort and Fort Macon located on the banks near Old Topsail Inlet to guard the entrance to Beaufort Harbor. Beaufort is still the county seat of Carteret, it looks out upon the same historic harbor; and it holds within its old streets the marks of wars and of honors in the past. Its population has reached 3,500 and like its twin city, Morehead, just across the water, has become a resort town with tourists in summer flooding its water-front driveways and giving it, for the moment, a cosmopolitan appearance.

Fort Macon, no longer of service to the United States as a fortification, has long since fallen into decay and visited only by tourists interested in its history. In 1924 Congress gave Fort Macon and the four hundred acres of land belonging with it to the state of North Carolina to be used as a state park. The old fort is in the midst of a string of government establishments, among them Camp Glenn, near Morehead City, the United States Laboratory for research in marine biology on Piver's Island near Beaufort, and the numerous Coast Guard Stations on the beach.

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II

NATURAL RESOURCES

H. C. Lay

Geography

Carteret County is situated in the east central part of the Coastal Plain of North Carolina. It is bounded on the north by Craven County, the Neuse River, and Pamlico Sound; on the east by Core Sound, on the south by the Atlantic Ocean, and on the west by Onslow and Jones Counties, being separated from Onslow County by White Oak River. According to the 1920 census report Carteret County contains 366,720 acres.

Topography and Soils

The topography varies from swampy country principally in the north eastern region, to fairly high land in the western part, although there is swampy country scattered here and there all over the county. The highest elevations occur in the western end of the county. The elevation at Newport is 19 feet above sea level while at Beaufort and Morehead the elevation is 12 feet.

Core and Bogue Sounds are separated from the ocean by a long narrow strip of land known as the banks, which extends along the ocean front of the county. The continuity of the banks is broken only at Beaufort, Ocracoke, Bogue, and Whalebone inlets. Many large sand dunes are found on these banks.

The county is split up very much especially in the eastern portion. Newport River, North River, and Cedar Island Bay serve to make communication difficult on the mainland while Core and Bogue Sounds separate the banks from the mainland.

The high sandy loam soils of Carteret County are well suited to the raising of truck products and general farming. Recently drained land that is very largely muck is suitable for corn, cabbages, onions, and celery.

Large quantities of fertilizer are used annually by Carteret farmers. In 1920, 806 farms reporting out of a possible 858 farms, used $163,613 worth of fertilizers.

Climate

The climate of Carteret County is very mild with few cold days in winter. It is a common sight to see roses and other varieties of

flowers in full bloom at Christmas. The average temperature for 1925 was 64.1 degrees Fahrenheit. The rainfall was well distributed throughout the year, September being the one exception. For 1925 the average rainfall was 3.9 inches per month. The following table shows the temperature as recorded at the United States Biological station at Beaufort.

Temperature Chart for Beaufort, N. C., for 1925.

Month	*Mean (Degrees Fahrenheit)*	*Highest*	*Lowest*	*Total Precipitation (Inches)*
January	47	68	27	5.94
February	54	70	30	3.97
March	56	71	25	3.33
April	63	80	40	1.47
May	69	88	50	1.37
June	71	90	69	7.11
July	81	93	68	7.57
August	80	92	65	3.55
September	80	92	65	.49
October	66	87	41	4.37
November	55	77	41	2.89
December	48	69	12	4.78
MEAN	64.1 Degrees Fahrenheit			3.9 ins.

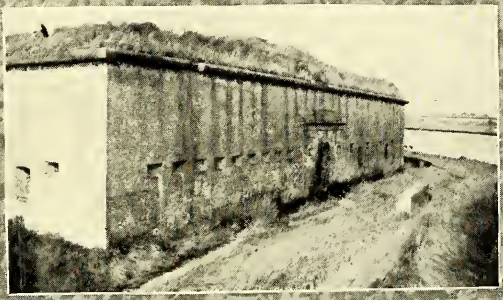
Carteret County has a growing season of 365 days.

Forests

The forests of Carteret County form an important natural resource and lumbering gives employment to many people. The location of most of the standing timber is in the western and central parts of the county. The standing timber comprises 42,189 acres or approximately 11.2 percent of the total area of the county. A large part of it is in pine, but gum, poplar, oak, juniper, and cypress are plentiful. The timber is used for various purposes; pine lumber for shipment or for local building purposes forms the largest use, but large quanities of pine and gum are used in the manufacture of barrels. Cypress, juniper, and oak are used for boat building. There are three saw mills in the county besides a lumber manufacturing plant and several box and barrel factories.

The forests of the county are important in so much as they form a source of fuel and lumber, in the manufacture of which are employed many people who depend on it for a living.

Much of the waste land is cut over timber land which has been allowed to grow up in underbrush or has been burnt over from time to time. This land could be planted in trees after cutting over and owing to the natural rapidity of growth the trees would soon be ready to cut again. Disastrous fires have often destroyed valuable



Top—Dairy Cattle. *Upper Middle*—Carteret County Court House. *Lower Middle*—Grading and Packing Irish Potatoes. *Bottom*—Old Fort Macon.

timber due to the carelessness of a camper or someone burning brush.

The present tax system does not encourage land owners to let their trees grow until they are big enough for timber. Each year the trees are taxed accordingly to their size and the tax increases in proportion to their size. Then the landowner cuts them for timber prematurely because the total tax has become so great that he considers it unprofitable to let them grow longer. Furthermore, the average landowner does not like to pay taxes on his property and get no return; it would be much more desirable to have the entire tax paid when the timber is sold.

Water Surface

Carteret County is different from most counties in that out of 366,720 acres within its boundaries 158,789 acres are water surface. A large part of the water surface is contained in Bogue, Core, and Pamlico Sounds. The principal rivers are North, Newport, and White Oak the last of which separates Carteret from Onslow County. There is approximately 19,802 acres of swamp land in the county. Since Carteret is a tidewater county it is natural for swamps to form. Some very good timber can be found in these swamps, and they afford an excellent refuge to wild animals. The drainage of the county is good because all the land is so near the water that a ditch will drain it unless it is unusually low.

The coast line of the county is approximately 85 miles long and consists of five reefs called "banks". They are broken by Beaufort, Bogue, and Whalebone inlets. Beaufort and Morehead City are the two most important harbors in the county. Both towns are on the Inland Waterway which runs from New York to Beaufort. Twelve feet of water may be had by vessels on the Inland Waterway. In Core and Bogue Sounds vssels have navigable channels of three to six feet of water, while on the bar at Beaufort vessels drawing up to seventeen feet of water may enter.

Water transportation is furnished the county by two lines of freight boats running from Morehead City and Beaufort to Newbern, Washington City, and Norfolk.

Flora and Fauna

Carteret County is an ideal spot for the naturalist for it abounds in plants and animals. Nearly all plants can grow here although there is not enough clay for some. The climate is such that many plants do not have to be protected during the winter

months. It is a common sight to see roses and many other flowering shrubs blooming at Christmas. The Camelia Japonica flourishes in this mild climate. The county is noted for its holly, mistletoe, and yaopon.

The animal life of Carteret County is very abundant. Deer, bear, turkeys, wildcats, squirrels, minks, opossum, and raccoons are plentiful, especially around the swamps. Large numbers are killed every year and owing to the inroad of the sawmill on the refuge places there will soon be a very small number of these animals unless some steps are taken to preserve them. The bird life of Carteret County is large in variety and numbers. Most of the birds are migratory such as the ducks, geese, brant, swan, snipe, plover, herons, and many other species. Many bald-headed eagles have their habitat around Carteret County, while fish hawks, owls, and other birds of prey are common. There are several heron rookeries in the county, the one on Craney Island being of special interest.

The abundance of wild fowl attracts many hunters to the county every year and the fowl are suffering from their onslaughts.

Fishing Industry

The three natural industries of Carteret are agriculture, lumbering, and fishing. Of these three fishing is by far the most important. North Carolina is the most important fishing state on the South Atlantic coast, doing a $2,414,499 business in 1923. Carteret County carries on the largest fishing industry in the state, amounting to $729,363 in 1923, which is 30.2 percent of the total for the state.

The scallop industry of North Carolina is practically limited to Carteret County. Thousands of gallons of scallops are shipped to northern markets each year; 55,826 were shipped in 1924. Owing to heavy rains most of the scallops were killed last year and so the State Fish Commission declared a closed season until they have an opportunity to become abundant again.

Clams constitute another important phase of the fishing industry. They are able to keep well for several days and because of this hundreds of bushels are shipped north and to inland towns each year. In 1924, 11,468 bushels were shipped.

The oyster industry is an important item in the fishing industry. In 1924 Carteret County produced 128,905 bushels of oysters. There are more oyster shucking houses and canning plants in the

county than in all the rest of the state. The only two wholesale shippers of oysters in North Carolina are located at Morehead City.

Owing to the recent scare about the supposed oyster pollution the State Fish Commission equipped the patrol boat "Pamlico" with a laboratory under the charge of Mr. T. R. McCrea to ascertain as near as possible the amount of pollution of North Carolina oyster beds. As yet the pollution has been far below that of other states and there has been no cause to condemn any oyster beds.

Shrimps are another source of revenue to the fishermen. Shrimp trawling forms an occupation for many people. Hundreds of pounds of shrimp are canned annually at Morehead City and Beaufort. In 1924 the catch amounted to 42,540 pounds.

The shipments of food fish from Carteret County are very large, the catch in 1923 was 6,894,899 pounds, exclusive of oysters, clams, and scallops. The principal food fishes are trout, spots, croakers, bluefish, mackerel, shad, pigfish, mullet, sea mullet, harvest fish, butter fish, flounders, and drum. The wide variety of fish offers very good opportunities to fishermen with all types of nets. There are about 260 species of fish known around Beaufort and its vicinity.

Perhaps the most important phase of the fishing industry is menhaden fishing and the manufacturing connected with it. In 1918 the catch amounted to 90 million pounds, while in 1923 the catch was only 40 millions of pounds. The menhaden is used in the manufacture of fish scrap and oils. The fish scrap is used for fertilizer and for stock feed, while the oil is used in paints and in the manufacture of soap. There are approximately 1500 people employed in the menhaden fishing industry and its associated manufacturies.

STATISTICS OF FISHING INDUSTRY IN CARTERET COUNTY SHOWING NUMBER OF PEOPLE ENGAGED AND INVESTMENT FOR 1918

	Number	
Persons engaged		
On vessels fishing	656	
On vessels transporting	35	
In shore fisheries	1,251	
Shoresmen	766	
Total	2,708	
Investment	*Number*	*Value*
Vessels fishing		
Gasoline	49	$ 356,150
Tonnage	1,026	
Outfit		142,350
Sail		
Tonnage	26	
Outfit		5,144
Vessels transporting		
Gasoline	22	
Tonnage	177	
Outfit		8,025
Sail	4	
Tonnage	36	
Outfit		925
Boats		
Sail, row, etc.	414	9,755
Power	461	112,875
Apparatus, vessel fisheries		
Purse seines	38	102,600
Gill nets	13	800
Lines		50
Dredges	42	1,530
Tongs	16	82
Apparatus, shore fisheries		
Haul seines	123	3,185
Purse seines	1	1,000
Gill nets	1,877	49,305
Pound nets	268	24,750
Fyke nets		
Lines		230
Otter trawls	13	390
Dredges	492	1,525
Tongs and rakes	182	432
Eel pots	25	35
Other apparatus	370	659
Shore and accessory property		543,480
Cash capital		74,000
Total		$1,475,828

PRODUCTS OF THE FISHERIES OF CARTERET COUNTY 1918 AND 1923

Product	*1918 Pounds*	*1918 Value*	*1923 Pounds*	*1923 Value*
Alewives	75,636	$ 3,774	24,850	$ 895
Angel fish	3,800	155	5,000	252
Bluefish	261,055	32,545	511,190	45,199
Bonito	3,015	107	27,850	2,557
Butter fish	71,999	4,379	177,426	9,350
Catfish				
Cero	151,871	10,615	1,139	124
Crevalle	204	11		
Croaker	232,226	9,863	1,734,495	34,700
Drum, red and black	32,165	1,332	96,470	3,347
Eels	1,500	150	15,535	2,325
Flounders	8,175	543	70,762	3,419
Gizzard shad				
Hickory shad	23,611	11,449	66,850	3,399
Menhaden	90,232,799	480,212	40,707,940	203,639
Mullet:				
Fresh	405,855	19,804	495,404	34,365
Salted	22,500	4,000	6,800	760
Perch, white				
Pigfish	152,380	4,859	277,835	5,714
Pike				
Pinfish	18,380	238	1,060	40
Pompano	2,768	332	15,360	1,501
Sea Bass	59,650	5,763	102,265	8,217
Shad	53,994	13,753	103,319	26,044
Sheepshead	17,099	988	136,185	2,322
Spanish Mackerel	115,330	11,372	131,175	13,568
Spot	792,565	11,372	766,248	17,919
Squeteague	1,584,096	122,323	1,234,190	85,772
Striped Bass	995	133	35,990	6,502
Sturgeon	540	27		
Suckers				
Yellowtail	8,108	229		
Shrimp	450,108	9,385	252,792	8,606
Crabs:				
Hard	2,000	150		
Soft	233,665	23,811	181,996	27,673
Terrapin	60	57		
Turtles	7,500	44	300	7
Clams	47,176	8,103	115,192	26,292
Oysters	879,977	31,925	1,592,906	89,602
Scallops	415,572	30,768	554,574	46,214
Shark hides	19,125	2,868		
Other aquatic hides	1,050	157		
Harvest fish, or "starfish"			319,070	7,892
Grunts			1,100	33
Sea Mullet			190,650	10,971
Snapper			1,200	84
Tautog			75	5
Total	196,479,790	$857,827	49,765,511	$739,363

CARTERET COUNTY COMPARED WITH THE TOTAL FOR NORTH CAROLINA IN THE NUMBER OF POUNDS OF FISH FOR 1918 AND 1923 ACCORDING TO THE IMPORTANCE OF THE VARIOUS FISHES

Species	Carteret County		North Carolina		Percent of State	
	1918	1923	1918	1923	1918	1923
Alewives	75,636	24,850	14,473,820	6,522,397	.5	.3
Bluefish	261,055	511,190	322,055	896,694	80.7	57.
Butterfish	71,999	177,426	731,257	298,990	9.9	59.5
Clams	47,176	155,192	197,576	263,536	24.	43.7
Crabs	235,665	181,996	379,310	513,646	62.	35.3
Menhaden	90,232,799	40,707,940	179,910,599	63,289,940	50.2	64.
Mullet	428,355	502,204	1,128,029	1,749,712	38.	28.8
Oysters	879,977	1,592,906	1,518,724	3,917,396	58.	41.
Scallops	415,572	554,574	422,832	554,574	98.	100.
Shad	53,994	103,319	1,657,036	2,370,234	3.2	.4
Spot	729,565	766,248	1,236,095	1,751,723	64.2	4.4
Squeteague	1,584,096	1,234,190	3,361,246	3,984,347	42.2	31.
Striped Bass	995	35,990	286,538	477,001	.3	7.5

The United State Biological Station

The Bureau of Fisheries established a station on Piver's Island in 1902. The laboratory was established primarily to furnish aid to the fishing industry but it also serves as a laboratory for students doing scientific investigation. A terrapin hatchery is operated here in an effort to restock the marshes of North Carolina with the diamond back terrapin.

Some recent investigations directed from Piver's Island are: The Mullet Investigation, Investigation of Summer Fisheries of Pamlico Sound, and Investigation of the Scallop Problem.

Owing to the rapid decrease of the mullet in North Carolina, the United States Bureau of Fisheries started an investigation in 1925 under the direction of Mr. Elmer Higgins. Before any steps could be taken to conserve the mullet it was necessary to learn its life habits. In connection with this a tagging experiment was put on in which 3,000 fish were tagged. As yet no recommendations have been offered for the regulation of the fishery.

During the summer of 1925 the Bureau of Fisheries with the cooperation of the State Fish Commission investigated the action of pound nets and long haul seines on fish. The results were that, of the two species forming the bulk of the catch in pound nets, grey trout and harvest fish, about half were under the marketable size, while practically no destruction occurs by long haul seins

until October. The wastage of the pound nets occurs during June, July, August, September, and October. The State Fish Commission, upon recommendation, passed a ruling establishing a closed season on pound nets until August 1st.

During 1925 such heavy rains occurred that the scallops were seriously decreased. Accordingly Mr. James S. Gutsell was finally secured by The State Fishery Commission from the Bureau of Fisheries to work out a solution. After much study of the problem he recommended a closed season until the scallops had an opportunity to spawn. As a result the season was opened Janury 18th, 1926. Although the scallops are small they are found in considerable quantities in some parts of the county.

Scenic Places and Tourist Advantages

Carteret County is very fortunate in having very good natural advantages for pleasure seekers. Its excellent beaches on the sound and ocean attract thousands of people every summer. The prevailing breezes makes a delightful summer resort, while in winter it is warmed by the Gulf stream so that the climate is very enjoyable. The county is on the eastern end of Route 10 thus assuring good roads for those who prefer to motor down. In the waters around Carteret County abound large numbers of fish that are sought for by many sportsmen during the summer. The sounds and rivers offer a feeding ground for countless numbers of ducks and geese. Many sportsmen come each year to take advantage of the opportunities that nature affords them here.

Fort Macon, near Beaufort, is one of the historic spots in North Carolina. Fort Macon had its origin in 1755 under the name of Fort Hampton. Fort Hampton was only a wooden structure. In 1836 the fort was rebuilt of masonry and named Fort Macon. After its surrender to the Federal forces in 1862 it was held by a small garrison and finally dismantled. The Federal government has recently granted it to the state to be set aside as a State Park.

III

THE COUNTY'S PEOPLE

ALEEZE LEFFERTS

The Values of Human Bookkeeping

To have a record of Carteret's people which is based on statistics—to have written down how they have lived, with facts about their homes, health and interests; how they have worked, fished, farmed and manufactured; and how they have progressed from year to year is to view the county as it is and not as one hopes it is or imagines it to be. It is possible also by means of statistics to compare the achievements of Carteret's people with the achievements of the people of other counties. When Carteret's citizens are called upon to pass judgment upon county government and county programs of work they must judge the present and future needs of the county by their knowledge of the processes which brought success or failure in the past. Carteret's successful business men plan their work upon the basis of the facts obtained from good bookkeeping. Cannot a county do the same thing with success? This chapter presents some of the facts about the people of Carteret County.

Total Population

The one hundred counties of North Carolina averaged 25,591 inhabitants each in 1920. In that year Carteret ranked 68th in population with 15,384. But in the last nine census reports Carteret has shown a steady increase in population. Only one census report of the fifteen given below shows a decrease in the population of Carteret and that was a decrease of less than one percent in 1840. Carteret annexed a piece of territory from Craven County between 1880 and 1890 which affected the increase of population shown by the census of 1890.

Of the nine North Carolina counties bordering the Atlantic ocean, Currituck, Dare, Hyde, Pamlico, Onslow, Carteret, Pender, New Hanover and Brunswick, Carteret ranked next to New Hanover in both population for 1920 and the percentage increase of population between 1910 and 1920. New Hanover increased 26 percent in population during the decade and Carteret 11.7 percent.

There were 3,413 families in Carteret occupying 3,231 homes in 1920. Of these homes 851 were rented by the families occupying them and 2,446 homes were owned by the families, or in other

words, 76 percent of the homes in Carteret are owned by the families occupying them.

The following table shows Carteret's population by decades since 1790.

TOTAL POPULATION OF CARTERET COUNTY: 1790-1923

Year	*Population*	*Percent Increase or Decrease*	
		Carteret	*North Carolina*
1790	3,732		
1800	4,399	17.6	21.4
1810	4,823	9.6	16.2
1820	5,609	12.1	15.0
1830	6,597	17.6	15.5
1840	6,591	— .001	2.1
1850	6,939	5.3	15.3
1860	8,186	17.9	14.2
1870	9,010	10.0	7.9
1880	9,784	8.5	30.7
1890*	10,825	10.5	15.6
1900	11,811	9.1	17.1
1910	13,776	16.6	16.5
1920	15,384	11.7	16.0
1923†	15,963	-------	-------

* Territory was annexed from Craven County between 1880 and 1890.
† The figures for 1923 are estimated by the Bureau of Census.

Townships

According to the last United States Census report there were thirteen townships in Carteret County. Nine of them were officially numbered and four were townships created since 1910 from parts of adjoining townships. The townships are: White Oak (1), Morehead (2), Newport (3), Beaufort (4), Straits (5), Smyrna (6), Hunting Quarters (7), Portsmouth (8), Merrimon (9). Harkers Island Township and Carteret Township were organized from parts of Straits Township; Cedar Island Township was organized from a part of Hunting Quarters Township; and Harlowe Township was organized from a part of Newport Township. These last four townships created since 1910 have not been officially numbered. The population figures for the townships in the following table will include any town or village within them. The table shows the trend of population for the nine townships from 1900 to 1920.

POPULATION OF TOWNSHIPS WITH PERCENTAGE INCREASE AND DECREASE: 1900-1920

Townships	*1920*	*Percent Increase or Decrease*	*1910*	*Percent Increase or Decrease*	*1900*
White Oak	881	—11.9	1,000	9.7	912
Morehead	3,867	24.3	3,109	37.7	2,259
Newport	1,093	— 9.8	1,212	2.6	1,181
Beaufort	4,099	18.4	3,459	11.5	3,012
Straits	905	—37.4	1,445	18.0	1,224
Smyrna	894	—20.7	1,254	16.0	1,081
Hunting Quarters	1,724	1.4	1,700	11.2	1,520
Merrimon	455	9.6	415	—12.0	472
*Portsmouth, Cedar Island	376				
Carteret	5				
Harkers Island	681				
Harlowe	404				

* Returns from Portsmouth and Cedar Island made together, 1920.

This table shows Merrimon Township losing population from 1900 to 1910, and White Oak and Symrna Townships losing population from 1910 to 1920. The decreased population of Straits and Newport Townships is perhaps explained by the decrease in territory since 1910.

Rural and Urban

The United States Census treats as urban all incorporated places of 2,500 inhabitants or more and the remainder of the county as rural. Carteret's population was counted as entirely rural until 1920. The census for that year gave the urban population of Carteret as 5,926 which was the combined populations of the two largest towns, Beaufort and Morehead City. In 1920 the urban population was 38.5 percent of the total population and the percent of increase of population of all incorporated places was 29.3 while the percentage increase of open-country population was only 12.3 showing a slight trend toward urbanization.

In 1920 North Carolina was 80.8 percent rural and 19.2 percent urban. The United States, on the other hand, for the first time showed a higher urban than rural percentage—51.4 percent against 48.6 percent.

Open-Country Population

In 1920 the percent of open-country population in Carteret was 53.6 percent of the total population. In the state the open-country population was 71.4 percent of the total population. By "open-country" is meant those who dwell for the most part in isolated farm houses.

The following table gives the open-country population with percentages for the last three decades.

OPEN-COUNTRY POPULATION OF CARTERET
1900-1920

Year	*Open-Country*	*Percent in Population*	*Percent Increase or Decrease*
1900	7,909	66.9	.....
1910	8,409	61.0	6.3
1920	8,154	53.6	12.3

Carteret shows a decrease in open-country population from 1910 to 1920 and also from 1900 to 1910. This fact further illustrates the drift toward the town and city that is taking place in Carteret County.

Density of Population

The total density of Carteret per square mile was 26.8 inhabitants in 1920 while the state averaged 52.5 inhabitants to the square mile. Carteret's rural population per square mile was 16.5 which was the lowest rate of rural population per square mile of the forty-nine counties having one or more incorporated places of 2,500 inhabitants in 1920. The open-country density per square mile in Carteret in 1920 was 12.7 inhabitants and the open-country contained 53.3 percent of the total population. In the state 71.4 percent of the population lived in the open-country in 1920.

Race

The percentage of Negro population in Carteret has steadily decreased for the last thirty years. The same has been true of North Carolina and the United States. In 1920 the Negro population in Carteret had increased only 3 percent above that of 1890 while the white population increased 52 percent during that period.

The following table compares the population of the races in Carteret and also gives the percentage Negro population in North Carolina and the United States from 1890 to 1920.

WHITE AND NEGRO POPULATION OF CARTERET WITH PERCENTAGES FOR N. C. AND U. S., 1890-1920

			Percentage Negro in Population		
Year	*White*	*Negro*	*Carteret*	*N. C.*	*U. S.*
1890	8,528	2,297	21.2	34.7	11.9
1900	9,684	2,127	18.0	33.0	11.6
1910	11,460	2,292	16.6	31.6	10.7
1920	12,962	2,382	15.5	29.8	9.9

Foreign-Born Population

In the total population of Carteret County in 1920 there were only 24 of foreign parentage and 56 of mixed parentage. In the same year there were only 36 foreign-born whites. The fact that there are no great manufacturing industries in Carteret accounts for the small proportion of foreign-born inhabitants.

The native countries of Carteret's foreign-born population are given in the table below.

FOREIGN-BORN POPULATION OF CARTERET COUNTY: 1920

Country	*Number*	*Country*	*Number*
Canada	2	Hungary	1
Denmark	1	Ireland	1
England	4	Italy	1
Germany	1	Netherlands	1
Russia	4	Scotland	3
Sweden	6	China	1
Norway	8	Other Countries	2

The fact that there are more people from Norway and Sweden than from other foreign countries is accounted for by the fact that they are notably sea-faring people and Carteret is on the sea coast.

Sex

Carteret County has more males than females according to the census report of 1920. This was true of the state at large which had a ratio of 101.6 white males to 100 white females.

SEX RATIOS IN CARTERET COUNTY: 1860, 1920

	Males per 100 Females	*Males*	*Females*
Total: 1920	101.4	7,746	7,638
Total: 1860	96.8	3,060	3,156
Native White: 1920	102.0	6,546	6,414
Native White: 1860	97.9	3,001	3,063
Foreign-Born White: 1920	300.0	27	9
Negro: 1920	96.6	1,172	1,213
Negro: 1860	64.3	60	93
Total 21 years and over: 1920	96.9	3,901	3,922
Native White, native parentage	99.3	3,285	3,306
Native White, foreign or mixed parentage	166.0	35	21
Foreign-born White	300.0	27	9
Negro	90.9	533	586
18 to 44 years inclusive: 1920	95.0	2,819	2,965

The table shows 102.0 white males to every 100 white females and only 96.6 Negro males to 100 Negro females. The colored women are employed in domestic work and in the canning of sea foods which probably offers better chance of employment than is

offered to the colored men. So far the Negro men have not adapted themselves to the fishing industry very well and they have not found many farms to rent in Carteret County where farms are usually small and cultivated intensively.

In 1860 there were 97.9 white males to every 100 white females. The ratio of white males to 100 females has greatly increased in Carteret since 1860—a condition which is explained by the fact that there are few industries in Carteret which give regular employment to white women. The number of Negro males per 100 Negro females was only 64.3 in 1860. In 1920 the ratio was 96.9 males to 100 females.

Marriage and Divorce

The rate of divorce in the state in 1923 was 15.9 mariages per divorce. In 1916 the rate was 31.9 marriages per divorce. The number of marriages per divorce in 1906 was 52.8. The state's average increase in the divorce rate from 1906 to 1923 was lower than the average increase for the United States.

The following table gives marriage and divorce statistics for Carteret County from 1887 to 1923.

MARRIAGE AND DIVORCE IN CARTERET COUNTY
1887-1906; 1916, 1922, 1923

	Number of Marriages	*Number of Divorces*	*Number of Marriages per Divorce*
1887	79	1	79
1888	75	----	----
1889	84	1	84
1890	105	----	----
1891	88	1	88
1892	100	3	33.3
1893	111	1	111
1894	94	1	94
1895	94	1	94
1896	129	3	43
1897	104	----	----
1898	101	1	101
1899	115	2	57.5
1900	108	2	54
1901	111	1	111
1902	138	4	34.5
1903	137	1	137
1904	139	4	34.7
1905	144	3	48
1906	136	----	----
1916	117	10	11.7
1922	106	4	24
1923	138	4	34.5

In 1922 the number of marriages per divorce in Carteret was 24. In 1923 the number was 34.5 which shows a slight decrease. However, there were only 30 divorces in Carteret from 1887 to 1906, a period of ninteen years, while in the year 1916 alone the number of divorces reached 10. In the two-year period 1922 and 1923, there were 8 divorces which showed a much increased rate of divorce over that of the period from 1887 to 1906. The tendency towards urbanization in the county as shown from the table on rural and urban population has brought increased divorce.

Birth Rate

The birth rate for the white race and the birth rate for the colored race is approximately the same in Carteret County for the years 1920, 1921, and 1922. The majority of the white race is rural while the most of the Negro race which composes only a small part of the population live in the urban districts. Therefore the birth rates given in the table below are urban for the Negro race and to a large extent rural for the white race. This probably has some effect upon the result shown in the table.

BIRTHS AND RATE PER 1,000 OF POPULATION IN CARTERET COUNTY: 1917-1922

	White		Negro	
Year	*Number*	*Rate*	*Number*	*Rate*
1917	375	29.3	71	29.4
1918	371	.....	94	.....
1919	389	.....	75	.....
1920	410	31.4	84	35.1
1921	468	35.4	82	34.2
1922	417	31.1	65	27.0

BIRTHS BY SEX AND COLOR FOR CARTERET COUNTY: 1917-1919

	White		Negro	
Year	*Male*	*Female*	*Male*	*Female*
1917	187	188	38	33
1918	188	183	44	54
1919	227	162	37	38

This table shows that there were more males born among the white race in 1918 and 1919 than females while among the Negro race there were more female than male births.

Death Rate

The following table gives the number of deaths and the rate of deaths for both the white and the colored race from 1917 to 1922.

WHITE AND NEGRO DEATHS AND RATE PER 1,000 POPULATION IN CARTERET COUNTY: 1917-1922

	White		Negro	
Year	*Number*	*Rate*	*Number*	*Rate*
1917	124	11.2	47	19.5
1918	218	14.1	87	——
1919	180	11.6	50	——
1920	207	13.4	158	31.4
1921	151	11.4	140	16.7
1922	147	11.0	34	14.1

Infant Death Rate

Considering the small percentage of Negro population in Carteret County, the deaths shown in the tables for the Negro infants under one year of age and under five years of age, make a much higher rate of deaths than for the white infants of the same ages. This is seen from the tables which follow:

DEATHS AND RATE PER 1,000 POPULATION OF INFANTS UNDER ONE YEAR OF AGE IN CARTERET COUNTY: 1917-1922

	White		Negro	
Year	*Number*	*Rate*	*Number*	*Rate*
1917	20	53	11	155
1918	27	100	20	204
1919	39	100	14	187
1920	27	66	11	131
1921	37	79	9	110
1922	37	89	4	62

DEATHS OF INFANTS UNDER FIVE YEARS OF AGE BY AGE AND RACE IN CARTERET COUNTY: 1923

Race	*Total*	*Under one Year*	*One Year*	*Two Years*	*Three Years*	*Four Years*
White	42	29	10	2	1	0
Negro	9	6	1	2	0	0

Health

Carteret organized a Department of Health in coöperative agreement with the State Board of Health on September 1, 1922, but this was discontinued March 1, 1923. During the time that work was reported the budget, expenditures, cost equivalents and average earnings were as follows:

Budget	*Expenditures*	*Cost Equivalents*	*Average Earning*
$1,666.66	$2,555.07	$3,288.45	$1.27

Carteret should not be satisfied with less than the best which can be secured in behalf of the health of her citizens. The health of Carteret's citizens means wealth to the county and progress to

the county's enterprises. The money spent on health is not a charitable gift to the needy when a county has an organized health force; it is rather an investment which will add money to the county's treasury. Therefore Carteret which prides itself upon being a popular summer-resort section of the state must not neglect its health program.

Crime In Carteret County

In the following tables comparing crime in Carteret County for the ten-year periods ending June 30 in 1914 and 1924, respectively, it should be kept in mind that:

1. The population of the county increased about 15 percent over the ten-year period.
2. Changes in the statutes increased the number of criminal acts that could be committed, for example, the prohibition law and changes in the definition of assault and battery.
3. The increasing complexity of urban life has brought a consequent loosening of communities and the increase of petty crimes.
4. Stricter enforcement may mean more prosecutions for fewer crimes. This is especially true of the law against carrying concealed weapons.

CRIMINAL CASES DISPOSED OF IN CARTERET COUNTY DURING THE FALL AND SPRING TERMS OF THE SUPERIOR COURT: 1913-14, 1923-24

	1913-1914	*1923-1924*
White	40	43
Colored	32	27
Male	68	69
Female	4	1
Convicted	56	70
Acquitted	11	—
Nolle pros	—	—
Otherwise Disposed of	5	—

CRIMES AND MISDEMEANORS WITH WHICH DEFENDANTS WERE CHARGED DURING THE FISCAL YEARS ENDING JUNE 30, 1914 AND 1924

Charged With	*1913-1914*	*1923-1924*
Assault (inc. assault and battery)	2	1
Abandonment	1	1
Abduction	0	2
Affray	5	2
Assault with deadly weapon	9	1
Assault to rape	1	0
Carrying concealed weapons	2	1
Cruelty to animals	1	1
Disposing of mortgaged property	0	1
False pretense	1	1
Fornication and adultery	2	0
Fish and game laws	0	5
Forcible trespass	0	1
Gambling and lottery	0	4
Injury to property	0	2
Intoxicating liquors	0	37
Larceny	7	8
Murder: Second Degree	1	1
Resisting officer	2	0
Retailing	18	0
Seduction	1	0
Trespass	5	2
Miscellaneous	14	2

Does Carteret Read?

Carteret County ranked 28th in 1924 in the number of inhabitants per county circulation of eight National magazines with 17.1 inhabitants per magazine. The eight national magazines are: *The Ladies Home Journal, McCall's Magazine, Cosmopolitan, The Saturday Evening Post, the American Magazine, The Literary Digest, The Youth's Companion* and *The Woman's Home Companion.* And although Carteret is largely rural it ranked 96th in 1924 in the number of inhabitants per county circulation of three farm periodicals with 53.7 inhabitants per paper. These periodicals are: *Farm and Fireside, The Country Gentleman,* and *The Progressive Farmer.*

Total Illiteracy

In 1920 the illiterate population of Carteret, ten years of age and over, was 1,121 which was 9.9 percent of its total population ten years of age and over. Of the counties adjoining Carteret, Pamlico has a lower percentage with only 7.6 percent. The percent of male adults in Carteret 21 years of age and over who are illiterate is 12.4, and the percent of females is 13.3. Between 16 and 20 years of age inclusive only 64, or 4.5 percent, are illiterate. Only

one adjoining county had a lower percent—this was Pamlico with 2.5 percent.

White Illiteracy

Of white illiterates in Carteret, ten years of age and over, in 1920 there were 754 or 7.8 percent of the white population ten years of age and over. Of the adjoining counties Pamlico and Craven have lower rates, Pamlico with 5.6 and Craven with only 3.3 percent. Of white male illiterates, 21 years of age and over, Carteret has 10.7 percent while Pamlico has 7.3 and Craven only 6.3 percent. The same is true of white females, 21 years of age and over,—Carteret has a percentage of 10.4 while Pamlico has 8.5 and Craven 4.6 percent. New Hanover ranks first in the state in white literacy of population 10 years of age and over, having only 1.8 percent illiterate.

Negro Illiteracy

Of the Negro population 10 years of age and over, 336 or 21.3 percent are illiterate. Of the adjoining counties only Pamlico has a lower rate with 11.5 percent. The number of male illiterates, 21 years of age and over, is 147 and the number of female illiterates, 21 years of age and over, is 177. The Negro population constitutes only a small percent of the population of Carteret, only 15.5 percent in 1920. These rates of Negro illiteracy are smaller than those of adjoining counties except that of Pamlico.

Non-Voting In Carteret County

The average number of votes cast in Carteret County in 1920 for Governor, United States Senator, Congressman, and President of the United States was 4,353. In 1924 the average number cast was 4,044 for the same four officials. The total number of qualified voters in Carteret County in 1920 and 1924 is not available but reckoning all inhabitants 21 years of age and over in 1920 as eligible to vote, there would be 7,823 eligible, 6,591 of which are white. Reckoning on the basis of the native white population alone, only 66 percent of the citizens of Carteret voted in 1920 while upon the basis of the possible eligibles in the total population in 1920 only 55.6 voted. In 1924 the average number of votes cast was 309 less than in 1920 which would make the percentage voting in 1924 show a marked decrease since the population had increased considerably since 1920.

Non-voting is at present assuming serious proportions in all sections of the United States. *Collier's Magazine* has pointed out the "descending curve of American Democracy" by revealing recent voting history as follows:

In 1896—80 percent of eligibles voted.
In 1900—73 percent of eligibles voted.
In 1908—66 percent of eligibles voted.
In 1912—62 percent of eligibles voted.
In 1920—50 percent of eligibles voted.

In 1924, in spite of an intensive campaign by the National League of Women Voters and other organizations, only 51.2 percent of all qualified voters in the United States voted. That our people should resume their responsibility of voting is apparent.

The table following gives the number of votes cast for four different officials in 1920 and 1924.

THE VOTE FOR GOVERNOR OF NORTH CAROLINA IN CARTERET COUNTY: 1920, 1924

Total vote: 1920	4,386
Cameron Morrison (D)	2,094
John J. Parker (R)	2,292
Total vote: 1924	4,145
A. W. McLean (D)	2,313
I. M. Meekins (R)	1,832

THE VOTE FOR UNITED STATES SENATOR IN CARTERET COUNTY: 1920, 1924

Total vote: 1920	4,383
Lee S. Overman (D)	2,094
A. E. Holton (R)	2,289
Total vote: 1924	4,133
F. M. Simmons (D)	2,311
A. A. Whitener (R)	1,822

THE VOTE FOR UNITED STATES CONGRESSMAN IN CARTERET COUNTY: 1920, 1922, 1924

Total Vote: 1920	4,357
Samuel Brinson (D)	2,077
Richard L. Herring (R)	2,280
Total Vote: 1922	4,146
C. L. Abernathy (D)	2,583
Thos. J. Hood (R)	1,563
Total Vote: 1924	3,769
C. L. Abernathy (D)	2,213
W. H. Fisher (R)	1,556

THE VOTE FOR PRESIDENT OF THE UNITED STATES IN CARTERET COUNTY: 1920, 1924

Total Vote: 1920	4,385
James M. Cox (D)	2,070
Warren H. Harding (R)	2,315
Total Vote: 1924	4,130
John W. Davis (D)	2,261
Calvin Coolidge (R)	1,854
Robert M. La Follette (I)	15

Leisure Time Activities

In the summer Carteret abounds in places of amusement and sports from the gay palilions at Atlantic View Beach to the quiet summer cottages along Pamlico Sound. Swimming, sailing, and fishing are good everywhere on the shore line and it is said that no family in Carteret lives more than two miles from the water, thus everybody may enjoy it at will. The beaches are all free and as fine as any on the Atlantic coast, and gasoline launches are plentiful enough to carry everybody to and from the beaches whenever picnics, sailing parties or swimming is at hand. Also, in winter, the creeks and bays are the resort of thousands of wild geese and ducks which make the hunting clubs along the sound and beach quite popular places for sportsmen.

The larger communities of Carteret have well organized social groups such as community clubs and woman's clubs which plan leisure-time activities like ice-cream suppers, bazaars, and musical and dramatic programs. They also invite and sponsor Chatauqua and Lyceum entertainments and cooperate with the schools in giving support to their clubs and basketball and baseball teams.

The school buildings serve as community centers in all the smaller towns and villages. There the various clubs, fraternal lodges, and Parent-Teacher's Associations meet for work or for entertainment in the auditorium of the building. Home talent puts on entertainments here of music, plays, oyster suppers and holiday socials and here also the traveling speaker, artist, politician or magician meets the people at their leisure. Probably the most distinctive social of the smaller community of the tide-water section, however, is the oyster roast down at the water's edge on a moonlight night. This is the party that only a native can appreciate.

SOURCES OF INFORMATION

1. United States Census, Population, 1860, 1870, 1880, 1890, 1900, 1910 and 1920, Estimates since 1920; Marriage and divorces, 1908, 1916, 1922, Preliminary reports, 1923, 1924; Birth Statistics, 1917, 1918, 1919, 1920, 1921, 1922; Mortality statistics, 1910, 1911, 1912, 1913, 1914.
2. Atlas of Agriculture, 1919, Part 9, Rural Population and Organization, Section 1, Rural Population, United States Department of Agriculture, Washington.
3. Annual Report of the Bureau of Vital Statistics, North Carolina State Board of Health, 1923, Raleigh.
4. Biennial Report of the Attorney General of the State of North Carolina, 1912-1914, 1922-1924, Raleigh.
5. House, R. B., The North Carolina Manual, 1925, North Carolina State Historical Commission, Raleigh.
6. Clippings and records on file in the Department of Rural Social-Economics, University of North Carolina, Chapel Hill.

TABLE OF FACTS ABOUT THE FOLKS OF CARTERET COUNTY

Carteret's Rank	Particular	Rate	Leading County	Rate	Lowest County	Rate	North Carolina
29th	In land area, 1920 ... square miles	573	Robeson	990	Chowan	165	48,740
	Population						
68th	In total population, 1920 ... number	15,384	Mecklenburg	80,695	Clay	4,646	2,559,123
87th	In the percentage increase or decrease of population, 1910-1920 ... per cent	11.7	Forsyth	63.3	Mitchell	—34.6	15.9
29th	In the percentage of townships losing population, 1910-1920 ... per cent	16.7	Ten Counties	0.0	Two Counties	100.0	32.0
9th	In the percentage that urban population is to total population, 1920 ... per cent	38.5	New Hano'r	82.2	Robeson*	49	19.2
10th	In the percentage that open country population is to total population, 1920 ... per cent	53.3	Alleghany†	97.8	New Hano'r	16.8	71.4
43rd	In the percentage increase of the population of all incorporated places, 1910-1920 ... per cent	29.3	Ashe	292.0	Alleghany	—25.1	10.2
30th	In the percentage increase of open country population, 1910-1920 ... per cent	12.3	Stanley	39.0	Pamlico	—11.3	9.5
	Population Density						
84th	In density per square mile of total population, 1920 ... number	26.8	Forsyth	205.5	Tyrrell	12.4	52.5
96th	In the density per square mile of the rural population, 1920 ... number	16.5	Gaston	97.6	Tyrrell	12.4	42.4
97th	In the density per square mile of the open country population, 1920 ... number	12.7	Forsyth	73.5	Tyrrell	10.6	37.5
	Sex						
49th	In the number of males per 100 females for the white race, 1920 ... number	102.2	Swain	112.0	Durham	93.4	101.4
48th	In the number of males per 100 females for the Negro race, 1920 ... number	96.4	Graham	150.0	Buncombe	84.6	96.2

* Lowest of the counties that had urban population in 1920; 54 counties had none.
† Of the counties that had incorporated towns in 1920; 3 had none.

TABLE OF FACTS ABOUT CARTERET COUNTY'S PEOPLE

Carteret's Rank	Particular	Rate	Leading County	Rate	Lowest County	Rate	North Carolina
	Race						
56th	In the percentage increase of the white ratio in the total population, 1910-1920 ..... percent	1.1	Vance	6.9	Scotland	—5.5	1.7
55th	In the percentage decrease of the Negro ratio in the total population, 1910-1920 ..... percent	1.1	New Hanover	7.2	Forsyth	4.2	1.8
33rd	In the percentage of the total population that is white, 1920 ..... percent	84.3	Mitchell	99.5	Warren	35.6	69.4
67th	In the percentage of the total population that is Negro, 1920 ..... percent	15.5	Warren	64.0	Graham	0.1	29.8
	Illiteracy						
47th	In the percentage of total white illiteracy, 1920 ..... percent	7.8	New Hanover	1.8	Wilkes	17.1	8.2
39th	In the percentage of adult white male illiteracy, 1920 ..... percent	10.2	New Hanover	1.7	Wilkes	20.8	10.9
56th	In the percentage of adult white female illiteracy, 1920 ..... percent	10.4	New Hanover	3.1	Wilkes	25.3	10.4
33rd	In the percentage of adult Negro female illiteracy, 1920 ..... percent	30.2	Pamlico	15.6	Graham	100.0	32.3
13th	In the percentage of adult Negro male illiteracy, 1920 ..... percent	26.5	Pamlico	16.2	Clay	50.0	32.5
23rd	In the percentage of total Negro illiteracy, 1920 ..... percent	21.3	Pamlico	11.3	Mitchell	42.2	24.5

TABLE OF FACTS ABOUT CARTERET COUNTY'S PEOPLE

Carteret's Rank	Particular	Rate	Leading County	Rate	Lowest County	Rate	North Carolina
	Marriage and Divorce						
31st	In the number of marriages per divorce, 1922 ... number	26.5	Few Counties	0.0	Macon	4.2	16.0
22nd	In the number of marriages per divorce, 1923 ... number	34.5	Six Counties	0.0	Cherokee	3.7	31.0
	Church Membership						
49th	In the percentage of church members, ten years of age and over, in the total population, 1916 ... percent	43	Bertie	74.0	Edgecombe	23.0	45.0
52nd	In the percentage of population, ten years of age and over, who were not church members, 1916 ... percent	41	Bertie	0.0	Edgecombe	69.0	38.0
75th	In the percentage of population, ten years of age and over, who were not church members, 1906 ... percent	52	Bertie	4.0	Edgecombe	77.0	44.0
	Reading						
28th	In the number of inhabitants per county circulation of eight national magazines, 1924, ... number	17.1	Buncombe	6.0	Graham	87.8	15.0
96th	In the number of inhabitants per county circulation of three farm periodicals, 1924, number	53.7	Currituck	14.4	New Hanover	88.8	28.7
	Poverty and Pauperism						
12th	In the number of paupers per 100,000 of population, 1923 ... number	97	Wake	160.0	Nine Counties	0.0	
42nd	In per capita cost of County Home and outdoor relief, 1924 ... dollars	.04	McDowell	.14	Lee	.015	.069
2nd	In the tax rate per $100 valuation for County Home and outdoor relief, 1921 ... dollars	.076	Avery	.083	Two Counties	.002	

TABLE OF FACTS ABOUT CARTERET COUNTY'S PEOPLE

Carteret's Rank	Particular	Rate	Leading County	Rate	Lowest County	Rate	North Carolina
	Births and Deaths						
57th	In the number of births per 1,000 inhabitants for the rural population, 1922 ..... number	30.5	Swain	38.9	Camden	21.6	31.3
34th	In the number of births per 1,000 inhabitants for the rural population, 1921 ..... number	35.2	Columbus	41.0	Alleghany	23.6	33.8
26th	In the number of deaths per 1,000 inhabitants for the rural population, 1922 ..... number	9.7	Graham	4.3	Alleghany	22.7	11.0
56th	In the number of births per 100 deaths for the rural population, 1922 ..... number	266	Transylvania	511	New Hanover	169	285
72nd	In the number of deaths of infants under one year of age per 1,000 births for the rural population, 1922 ..... number	85	Graham	22	New Hanover	130	77
91st	In the number of births per 1,000 inhabitants for the total population, 1923 ..... number	25.3	Rutherford	40.2	Alleghany	21.2	31.3
29th	In the number of deaths per 1,000 inhabitants for the total population, 1923 ..... number	10.0	Graham	3.2	Buncombe	18.8	12.0
70th	In the number of deaths per 1,000 inhabitants for the white population, 1923 ..... number	9.3	Graham	3.3	Two Counties	16.7	10.5
49th	In the number of deaths per 1,000 inhabitants for the Negro population, 1923 ..... number	14.4	Two Counties	0.0	Watauga	49.0	15.4
73rd	In the number of deaths of infants under one year of age per 1,000 births, 1923 ..... number	86.4	Graham	3.0	Washington	127.3	81.6
20th	In the number of deaths of mothers at child-birth per 1,000 births, 1923 ..... number	2.4	Six Counties	0.0	Hoke	20.2	6.5
	Disease Rates						
62nd	In the number of deaths from pulmonary tuberculosis per 100,000 of population, 1923 ..... number	75.1	Alleghany	0.0	Buncombe	553.7	94.7
16th	In the number of reported cases of venereal diseases per 10,000 of population, 1923, number	2.5	Six Counties	0.0	New Hanover	131.3	25.5

IV

WEALTH AND TAXATION

C. W. Lewis.

It is the object of this chapter to give a review of the wealth resources of our county. The chapter is based on the table to be found at the close which compares Carteret in various particulars with each of the 100 counties of North Carolina.

ASSESSED VALUATION OF PROPERTY: 1902-1925

Year	*Valuation*
1902	$ 1,016,683
1910	2,140,374
1919	3,751,709
1920	14,175,841
1921	13,619,389
1922	12,861,389
1923	12,753,407
1925	12,086,497

The above table shows that Carteret's taxable wealth rose from $1,016,683 to $14,175,841 over a period of 18 years, from 1902 through 1920. In 1920, taxable property reached its highest mark and from this year to 1925 the value of taxable property has dropped from $14,175,841 to $12,086,497. In this period from 1920 through 1925 the wealth of the county has decreased $2,089,344. There are two reasons for the gradual decrease in taxable wealth. The first cause was the revaluation of 1919 which came at a time of abnormally high land values. Since 1919 the county officials have found it necessary from time to time to change the ratio of assessed valuation to real valuation. The county officials did this because they knew that some of the values placed on property were higher than the real value of the property. The second cause of the decrease in taxable wealth since 1919 is the deterioration of the value of the property. Such property buildings, boats, farms and machinery deteriorate when left idle and not repaired.

When compared with other counties Carteret ranks low in wealth. In 1917, Carteret ranked 77th among the counties in taxable wealth. Durham led with $804 per inhabitant, Carteret had $267 per inhabitant, Dare was at the bottom with $391 per inhabitant. In 1923, Cartret ranked 56th among the counties in taxable property. Durham led with $1930 per inhabitant, Carteret had $876 per inhabitant, Wilkes was at the bottom with $465 per inhabitant. In 1925, Carteret ranked about 60th among the counties of the state with 755.40 per inhabitant.

For the taxable property of the white people of Carteret in 1921 we ranked 66th with an average of $1,016 per white inhabitant. This was just a little above the state average of $1,009 per white inhabitant. In negro taxable wealth per inhabitant we ranked 8th with an average of $187. The state's average in this particular was $135.

FACTORS OF CARTERET'S WEALTH: 1925

Value of all school property	$ 451,000.00
Value of all land	10,116,271.00
Value of all automobiles	526,000.00
Value of all bank resources	1,690,760.00
Value of all railroads	475,613.00
Value of all highways	1,999,062.70
Value of all farm products	1,850,650.00
Value of all farm property	6,985,096.00
Value of all fish and products (1923)	739,363.00
Investment in fish industry (1918)	1,475,828.00
Value of all industries	1,781,946.00
Value of all products manufactured	1,146,858.00

Personal Property

Under this head all property is included except land, buildings, and permanent improvements. In 1925, personal property in Carteret County was valued at $729,053.00 or $45.50 per inhabitant in the county. In 1921, according to the report of the State Department of Revenue, Carteret ranked 73rd among the counties of the State in personal property per inhabitant. Durham County led with $1,480 per inhabitant. Carteret had $161 for each inhabitant, and Macon was lowest with $93 per inhabitant. The state's average of personal property for each inhabitant was $252.

Real Property

Carteret occupies an area of 252,965 acres. There are fifty other counties which have a larger acreage than Carteret. Robeson is the largest with 567,513 acres and the smallest is Chowan with 109,810 acres. The total value of land in Carteret was $2,993,060 in 1920. It was $10,006,334 in 1924, and $10,116,271 in 1925.

When the value of real property in our county was compared with other counties of the State in 1920, we were found to rank 59th. Buncombe ranked first with $7,664,587. Dare ranked lowest with $474,859. In 1924, Pitt ranked first with $27,657,466. Carteret ranked 54th with a total value of $10,006,334. Clay ranked lowest with $1,278,459.

The number of town lots in 1920 were 2,242; in 1924, 3,344. In a period of four years Carteret County has gained over one thousand town lots. In 1920, Buncombe ranked first in the value of town lots with $13,484,771. Carteret ranked 41st with $1,097,840 and Clay ranked lowest with $22,336. In 1924, Mecklenburg ranked first with $66,138,499, Carteret ranked 35th with $3,671,189, and Clay was at the bottom with $67,594.

Agricultural Wealth

There has been something like a three million dollar increase in the value of farm property over a period of six years in Carteret County. In 1919, the value of all farm property was $3,002,241. At this time the County ranked 93rd among the other counties of the state. Pitt ranked first with $44,937,177 as the value of all farm property. Dare was at the bottom with $184,893. In 1925, the value of all our farm property was $6,985,096. This three million dollar increase was due to the use of improved methods of farming and of planting more and larger money crops.

Value of Farm Land

The value of farm land in Carteret County has increased about six million dollars during a period of fourteen years. In 1909, Buncombe County led with $5,708,474 as the value of all farm land. Carteret ranked 81st with $927,939 as the value of all farm land. Dare County was ranked the lowest with $350,163 as the value of her farming land. In 1923, Mecklenburg County led with $24,734,106. Carteret ranked 58th with $6,118,801. Clay County ranked lowest with $1,278,459.

Farm Machinery and Implements

Along with the increase in farm land has come an increase in the value of farming utensils. This is proof that the farmers are keeping up with the modern method of farming. The use of machinery has to some extent taken the place of farm labor. The farmers have made a good increase over a period of fourteen years, but there is yet a great deal of room for improvement. In 1909, Swain County ranked first with $240,796 invested in farm implements. Carteret ranked 90th with $29,467 and Dare ranked lowest with $1,275 as the value of farming utensils. In 1923, Guilford County led with $6,602,474, Carteret ranked 60th with $376,480, and Graham County ranked the lowest with $51,205.

Carteret's increase in the value of farming utensils over a period of fourteen years was $347,013.

Value of Livestock

The value of live stock in the county has increased at a slow rate when compared with other counties. During a period of five years we have increased the value of livestock over $200,000. This is too small an increase for Carteret when the opportunities of our county are considered. If the people of the county would only look around them they could turn much idle land into livestock wealth. In 1920, Johnson County led in livestock wealth with $2,111,555. We were way down near the bottom with a rank of 92nd and a rate of $195,742 for our livestock wealth. Dare ranked lowest with a rate of $41,163 as the value of livestock. Our value of livestock in 1925 was $395,815.

Value of Crops

Carteret does not produce as much wealth as it should from its farms. We rank very low in money making crops. It is possible for our county to rank among the first in farm wealth because the soil is capable and will produce almost any crop on a good yield basis.

In 1919, Robeson County led all the other counties in the state in crop values with a rate of $22,955,950 for all crops. We ranked 79th with the rate of $1,580,851 for all crops. Dare was the lowest with a total crop valuation of $40,384.

Carteret had 858 farms in 1919 and produced $1,981 worth of agricultural wealth per farm. The state average for each farm was $2,104 of agricultural wealth. If the money received from the crops of the county in 1919 had been divided among each male farmer, each would have received $408, just about enough to buy a Ford car. That is what many of the farmers did and their year's expenses went unpaid.

CARTERET'S AGRICULTURAL WEALTH

	1919	*1925*
Value of all farm property	$ 3,002,241	$ 6,985,096
Value of all crops produced	1,580,851	.....
Value of livestock per farm	375.00	461.32
Number of farmers	858	910

School Wealth

In the school year of 1913-14, Carteret had $2.19 invested in school property for each inhabitant. Our rank in this particular was 75th, Durham ranked first, and Tyrell ranked last with $.44

per capita. In the school year 1923-24, Durham ranked first with the rate of $40.08 per inhabitant. Our rank in this particular was 11th with the rate of $28.00 per inhabitant. Clay's rank was at the bottom with the rate of $4.38 per capita.

In the school year of 1923-24, Buncombe County led all the counties in the value of school property with the rate of $2,486,075. In this particular our county ranked 36th with $435,500 as the value of all school property. Clay ranked the lowest with $48, 380.26 as the value of all school property. In the school year 1924-25 the value of all school property was $451,000. The school property has increased $15,500 in value during the period of one year.

Taxation

Taxable wealth and taxes have greatly increased in the county during the past fourteen years. In 1910, the total taxable wealth was valued at $2,226,658 and the tax rate was $.70 on the $100 valuation. In this year, 1910, Carteret collected $33,127.89 in property taxes. The county paid $481 of the amount collected to the State. In 1924, the taxable wealth of the county was valued at $12,205,176. The tax rate was $1.50, not including the school tax. The county collected $230,663.79 from taxes and paid $2,325.40 to the State. In fourteen years the county has increased $9,928, 518 in the value of taxable wealth. The tax rate has been increased $.80 on the $100 valuation during this period of fourteen years. The county's tax collections has increased $187,535.90 over the period of fourteen years. In 1912, the total tax burden for each inhabitant was $1.81; in 1922, the tax burden for each inhabitant was $6.35. Thus over a period of ten years the tax burden has increased $4.54 for each inhabitant of the county.

In 1919, Mecklenburg ranked first in the amount of income taxes collected. In this year Mecklenburg paid $24,119.12. Carteret ranked 44th on the income tax collection by paying $589.67. Alleghany County was ranked the lowest in income tax collections with only $1.50. In 1922, Mecklinburg ranked first again by paying $80,695. Our county ranked 37th and paid $15,759 in income taxes. Clay ranked the lowest with only $4,646.

SALARIES OF COUNTY OFFICIALS

County auditor	$ 2,000
Clerk of court	2,000
Register of deeds	2,000
County commissioners	951.60
County demonstrator	1,279.21

Fisheries

COMPARATIVE TABLE OF WEALTH FROM FISHERIES

	1918	*1923*
Value of fish and products	$ 857,828	$ 739,363
Number of pounds caught	196,479,790	49,765,511
Value of the vessels	$ 1,475,828	
Value of manufacturing plant		$ 576,893

The fishing industry in Carteret County contributes a large portion of the county's wealth. The value of the fish caught in 1918, was $379,363. In this same year $1,475,828 was invested in the fishing industry for the county.

Banks and Bonds

BANKING WEALTH

	1923	*1925*
Number of banks	5	5
Number of inhabitants per bank	3,000	3,200
Bank capital	$ 151,900	$ 167,326.23
Bank resources	$ 1,607,350	$ 1,690,760.14

Carteret has five banks as follows: Beaufort Banking and Trust Company, Bank of Beaufort, Bank of Morehead City, Marine Bank of Morehead City, and Bank of Newport. In 1925, the total bank surplus was $167,326.23, or an average of $10.75 per inhabitant. The bank capital per inhabitant in 1923, was $9.82. At this time Carteret ranked 59th among the counties. Mecklenburg led with $96.27 per inhabitant. Caswell County was at the bottom with $1.32 per inhabitant.

In 1923, New Hanover led other counties in per capita bank resources with $522.65 per inhabitant. Our county ranked 50th with $103.73 per inhabitant. Brunswick County ranked last with only $10.21 per inhabitant. In 1925, the total bank resources of the county were $1,690,760.14 or $108.35 per inhabitant.

Bonded Debt

In 1923, Lenoir County ranked first among the counties in per capita bonded debt with $74.40 per inhabitant. Our county ranked 11th with $44.80 per inhabitant. Columbus County ranked the lowest with a rate of $.33 per inhabitant. In 1925 the county bonded debt was $1,326,000 or $84.40 per each inhabitant. Our county had a difference in 1925 of $23.95 between per capita bank resources and per capita county bondage. The bank resources were $108.35 per inhabitant and the bonded debt was $84.40 per inhabitant.

Automobiles

AUTOMOBILES, SCHOOLS, AND BANKS

	1925
Number of automobiles	561
Amount invested per capita in automobiles	$ 28.1
Total amount invested in automobiles	$ 568,000
Total amount invested in schools	$ 451,000
Total amount bank capital	$ 158,330

The automobile has increased in number very rapidly since 1915. In this year Guilford County led with a total of 985 cars. Carteret ranked 81st among the counties with a total of 27 cars. Graham, Alleghany, and Mitchell ranked the lowest with no automobiles at all. In 1924, Guilford led in the number of cars with 13,790. Carteret ranked 88th in the total number of automobiles with 561 cars. Graham ranked last with only 18 automobiles. In nine years Carteret has increased the number of autos from 27 to 561. This is an increase of 534 automobiles in nine years. In 1924, the county had invested in automobiles $568,000.

Highways

HIGHWAY TABLES: 1925

Total mileage	290 miles
Hard surface	50 miles
Soft surface	240 miles
Cost of road labor	$ 8,978.82
Cost of road supervision	1,598.49
Cost of machinery and material	9,334.89
Total expenses	$ 19,912.20
Cost of bridges built and under construction	845,000.00
Cost of hard surface roads	1,133,150.50
	$ 1,998,062.70

In 1925, Carteret spent $19,912.20 for the maintenance of its roads. In addition to this we built 50 miles of hard surface which cost $1,133,150.50. These roads cross several wide streams of water by means of concrete or wood bridges. These bridges number eleven in all, of which eight are wood and three are cement. The wooden bridges cost about $195,000 and all the cement bridges cost about $650,000. The total value of all road work is $1,998,062.70.

Railroads

Our county has only one railroad system to render service to the people. This system is the Norfolk and Southern Railroad. It has 26 miles of rail which passes through the north central part of the county and ending on the seashore. The value of the railroad equipment for 1925 was $475,673.

SOURCES OF INFORMATION

Report of Controller of Currency—1923.
United States Census Report of 1920 on Agriculture and Manufacturing.
Tables compiled in the Department of Rural Social-Economics at the University of North Carolina.
The report of the Auditor of Carteret County.

FACTS ABOUT WEALTH AND TAXATION

Carteret's Rank	Particular	Carteret's Rate	Leading County	Rate	Lowest County	Rate	North Carolina
	Total Taxable Wealth						
56th	All taxable property per inhabitant, 1923	797	Durham	1,930	Wilkes	465	988
60th	All taxable property in 1923	12,753,407	Forsyth	155,576,512	Dare	2,462,439	
73rd	Value of personal property per capita, 1921	161	Durham	1,480	Macon	93	252
66th	Taxable wealth per white inhabitant, 1921	1,016	Scotland	3,423	Dare	235	1,009
8th	Total taxable wealth per negro inhabitant, 1921	187	Caswell	1.61	Alleghany	.41	
	Tax Burdens						
10th	Tax rate per $100 of taxables not including school tax, 1922	1.50	Two Counties	1.75	Forsyth	.55	1.15
11th	Tax rate per $100 of taxables not including school tax, 1923	1.50	Clay	2.26	Forsyth	.55	1.15
37th	Income tax returns per 1,000 inhabitants, 1922	10	New Hano'r	72.2	Tyrrell	0.3	13.4
63rd	Income tax, 1920	628.40	Mecklenburg	64,778.74	Yancey	110.08	498,780.71
11th	The county's bonded debt per inhabitant in 1922	44.80	Lenoir	74.70	Cabarrus	.33	23.52
71st	Tax burden per inhabitant in 1921	6.35	Wilson	16.10	Alleghany	3.58	8.60
86th	Tax paid to the State treasury by the county 1923	159.04	Edgecombe	54,058.35	Bladen	20.22	510,803.86
	Agricultural Wealth						
58th	Total value of all land except town land in 1924	6,118,801	Mecklenburg	24,734,106	Clay	1,278,459.00	943,679,075
80th	Total value of all land except town land in 1909	927,939	Buncombe	5,708,474	Dare	350,163.00	176,881,261
54th	Average values of farming land per acre in 1920	34.19	Wilson	113.17	Dare	7.95	38.94
79th	Value of all crops produced in 1919	1,580,851	Robeson	22,955,956	Dare	40,384.00	503,229,373
60th	Value of all farm machinery in 1923	376,480	Guilford	6,602,474	Graham	51,163.00	106,272,138
92nd	Value of livestock for 1920	195,742	Johnson	2,111,555	Dare	41,163.00	77,830,074
83rd	Farm wealth per county dweller in 1919	408	Wayne	1,497	Dare	39.00	836

FACTS ABOUT WEALTH AND TAXATION

Carteret's Rank	Particulars	Carteret's Rate	Leading County	Rate	Lowest County	Rate	North Carolina
	Banking Wealth						
11th	Number of banks in proportion to population in 1914	3	Gates	4	Mitchell	1	
11th	Number of inhabitants per bank in 1914	1,201	Gates	.654¼	Mitchell	17,904	
59th	Bank capital per inhabitant in 1923	9.82	Mecklenburg	96.27	Caswell	1.32	24.04
50th	Banking resources per inhabitant in 1914	103.73	New Hanover	522.65	Brunswick	10.21	176.40
	Real Estate						
51st	Number of acres of land in the county in 1924	258,097	Robeson	567,513	Chowan	109,010	
54th	Value of all land in the county in 1924	10,013,334	Pitt	27,657,466	Clay	1,278,459	
29th	Number of town lots in Carteret County in 1924	3,344	Buncombe	22,583	Graham	40	
35th	Value of town lots in Carteret County in 1924	3,671,189	Mecklenburg	66,138,499	Clay	67,594	
	School Wealth						
36th	Total value of all school property in 1924	446,500	Buncombe	2,486,075	Clay	21,500	48,874,830
	Automobiles						
88th	Number in 1924	561	Guilford	13,790	Graham	82	248,414
84th	Total amount invested in automobiles, 1924	568,000	Guilford	14,220	Dare	54,200	60,514,000

V

CARTERET COUNTY INDUSTRIES

H. C. Lay

One of Carteret's sources of wealth is her industries. A majority of the industries are centered around Beaufort and Morehead City. In 1919, 62 establishments in the county totaled an output valued at $1,512,170.

Carteret has considerable manufacturing wealth, but good advantages could be taken of the natural resources of the county. Abundant opportunities are offered for peanut factories, fertilizer factories and fish packing industries.

PRIMARY SOURCES OF WEALTH IN CARTERET COUNTY

	Value of Investment	*Value of Products*	*Persons Engaged*
Agriculture (1920)	$ 3,002,241	$ 1,580,581	858
Fisheries (1918)	1,475,828	857,827	2,708
Industries (1919)	181,018	1,512,170	467

Following is a consideration of certain industries in the county made possible by data submitted by the management in response to questionnaires sent out.

Beaufort Fish Scrap and Oil Company

The Beaufort Fish Scrap and Oil Company was established in 1911 with a capital stock of $150,000. The plant which is valued at $175,000 produces fish scrap and oil. The output in 1924 was valued at $150,000. The company owns and operates five large fish steamers. The present officers are: Mr. W. B. Blades, president, and Mr. A. R. Marks, secretary.

Beaufort Ice Company

The Beaufort Ice Company was organized in 1910. The present officers are: Mr. J. H. Potter, Sr., president, and Mr. C. H. Bushall, secretary. The plant, which is valued at $12,000, had an output valued at $27,511 in 1924. Because of the heavy demand for ice the company enlarged its plant in 1924 to meet the demand.

Beaufort Machine Shop

The Beaufort Machine Shop is owned and operated by Mr. G. M. Paul. The business has been operating since 1911. The output which consists of general repair work amounted to $4,839 in 1924.

Beaufort Lumber and Manufacturing Company

The Beaufort Lumber and Manufacturing Company was established in 1925 with a capital stock of $100,000. The present officers are: Mr. F. E. Wilson, president; Mr. L. J. Winans, vice-president, and Mr. F. R. Seely, secretary and treasurer. The output, consisting of lumber, barrels and fish boxes, amounted to $174,000 in 1925.

Until 1924 this company existed as the Carteret Lumber Company. This company did a big business in band sawed lumber, but in 1924 sold out to the Beaufort Lumber and Manufacturing Company.

The Beaufort *News*

The Beaufort *News* was established in 1911 under private ownership. It was incorporated in 1920 with a capital stock of $8,000 and valued at $12,000. The paper has grown from a four-page affair to an eight page weekly. The present officers are: Mr. W. A. Mace, president, Mr. J. F. Duncan, vice-president, Mr. W. S. Mebane, treasurer, and Mr. J. P. Betts, secretary.

Bell-Wallace Company

The Bell-Wallace Company, of Morehead City, was organized in 1917 to engage in boat building and boat repair work. The plant, which is valued at $10,000, employs about ten men.

Carteret Ice, Transportation and Storage Company

The Carteret Ice, Transportation and Storage Company was organized in 1898 with a capital stock of $70,000. The company is mainly engaged in the production of ice with a yearly output valued at $21,600. The value of the plant is $60,000. The present officers are: Mr. C. S. Wallace, president, and Mr. Allen C. Davis, secretary.

Bogue Sound Lumber Company

The Bogue Sound Lumber Company was established in 1910 with a capital stock of $50,000. The present officers are: Mr. G. D. Canfield, president, Mr. E. H. Gorham, vice-president, and Mr. Percy Godwin, secretary. The output of 1924, which was rough and dressed lumber was valued at $110,000. The quantity of output was 3,000,000 board feet. About seventy-five men are employed at the plant.

Coaster Publishing Company

The Coaster was established in 1899 by Mr. R. F. McCullen. A few years later it was sold to Webb and Gaskill who sold it to

Mr. R. T. Wade in 1913. In 1925 Mr. Wade sold it to the present owner, Mr. F. C. Salisbury, in order that he might devote his time to other business activities. The plant is valued at $6,000 with a yearly output of $6,000. Besides publishing a weekly paper with a circulation of 1,500, the company carries on a large commercial trade.

Dey's Fish Factory

The first fish factory in North Carolina was started by Mr. C. P. Dey, of Beaufort, in 1881. The factory was built at Lenoxville, about three miles from Beaufort. Mr. Dey was a pioneer in a field then undeveloped and owing to his example the industry prospered and developed wonderfully.

Mr. Dey has added to his factory from time to time until now it is valued at $100,000. In 1923 the factory was burned down with a total loss but was rebuilt. Besides producing fish scrap and oil Mr. Dey makes a specialty of chicken and hog feed which is made from fish scrap.

Morehead City Coca-Cola Bottling Company

The Morehead City Coca-Cola Bottling Company was organized in 1919 with a capital stock of $6,000. The plant, which is valued at $47,500, has a yearly output of $58,408. The company has several trucks and boats which carry their output all over the county. The officers of the company are: Mr. C. H. Hutoff, president, and Mr. C. A. Seifert, secretary.

Morehead City Manufacturing Company

The Morehead City Manufacturing Company is engaged in the manufacture of lumber, boxes and crates. The plant has a yearly output valued at $25,000. The company was organized in 1907 by Mr. J. C. Long.

Newport Fisheries Company

The Newport Fisheries Company was established in 1917 with a capital stock of $77,300. The plant is valued at $100,000, with an output of $33,556 in 1924, which consisted of fish scrap and oil. The present officers are: Mr. J. R. Laughton, president, and Mr. J. W. Oglesby, secretary and treasurer. The plant is situated on the Inland Waterways just north of Morehead City.

Orion Knitting Mills

The Orion Knitting Mills was established in 1914 at Beaufort. This is a branch factory of the Orion Knitting Mills of Kinston. The present officers are: Dr. Henry Tull, president, and Mr. J. E. Taylor, seeretary. The output consists of misses' ribbed cotton hose.

Portsmouth Fisheries Company

The Portsmouth Fisheries Company was organized in 1917 with a capital stock of $105,000. The output of the plant which consists of fish scrap and oil amounts to $70,000 annually. The present officers are Mr. Charles S. Wallace, president, and Mr. W. M. Webb, secretary.

Taylor's Fish Scrap Factory

The Taylor's Fish Scrap Factory, of Newport, was organized in 1911 by Mr. T. G. Taylor with a capital stock of $30,000. The plant is valued at $25,000 and employs about 20 men. The output consists of fish scrap and oil.

Southgate Packing Company

The Southgate Packing Company was established at Beaufort in 1912. The plant is valued at $5,000 with an annual output of $65,000. The output consists of canned oysters, beans, tomatoes, potatoes, and shrimp. The oyster shells are used in the manufacture of agricultural lime and chicken feed. The local manager is Mr. Richard Whitehurst.

The Sweet Potato Storage House

In Carteret County at Beaufort there is probably the best sweet potato storage house in North Carolina. This house is divided into six compartments, each having a storage capacity of 3,000 bushels. In the house is a receiving platform which extends its entire length, making another ideal curing room holding an additional 3,000 bushels. There is a railroad siding at one end of the house and if the volume should increase, an addition holding 18,000 bushels can be built.

The potatoes are cured by the "Forced Air Draft" method. A large furnace is built in a small brick building at one end of the storage house, and fans force the air through the furnace and into the rooms where the potatoes are. When fully cured the air draft is turned off. The temperatures and humidity are well regulated through this method. This house has the greatest storage capacity of any house in North Carolina. The varieties stored are Porto Ricans, Nancy Halls and Jersey Yellows. There is a growing tendency in this section to plant Jersey Yellows, both for early and late crops as this variety grows to a large size early in the season and yields a large proportion of prime stock. Also this variety sells at higher prices than other types in the Northern markets because of their yellow color and the consumers have developed a taste for them. The market for this type of sweet potato in the

North is well established and the trade in these markets will pay a premium of from 25 to 50 cents per hamper for this type of stock. The Southern yam sells at a discount in the Northern markets because it appeals to a cheaper class of trade and because of its poor quality due to inferior grading and packing.

When one storage room is filled in this Beaufort house, the doors are closed and the roof drafts opened, which can be cut off by two separate ventilators and the air draft is forced into the room through its slatted floor. This method of curing removes the humidity, which is generally held about 30, and the temperature in all portions of the room is kept even.

The house, containing about 21,000 bushels, reduces its overhead per bushel because of the large volume, the insurance is low with the fire outside of the building and with each of the rooms separate. The large volume also assures the buyers of a regular supply, being the equivalent of 40 carloads; and, if well graded and packed, a good reputation will be established, which will bring repeated orders for the same brand of goods.

Mr. G. W. Huntley, of Beaufort, who owns and operates this house, is a far-sighted business man and is keenly interested in the agricultural development of his section; he is trying to create an all-year-round business for Carteret County and thus insure their agricultural prosperity. He deserves the coöperation of all public agricultural workers.

Wallace Fisheries Company

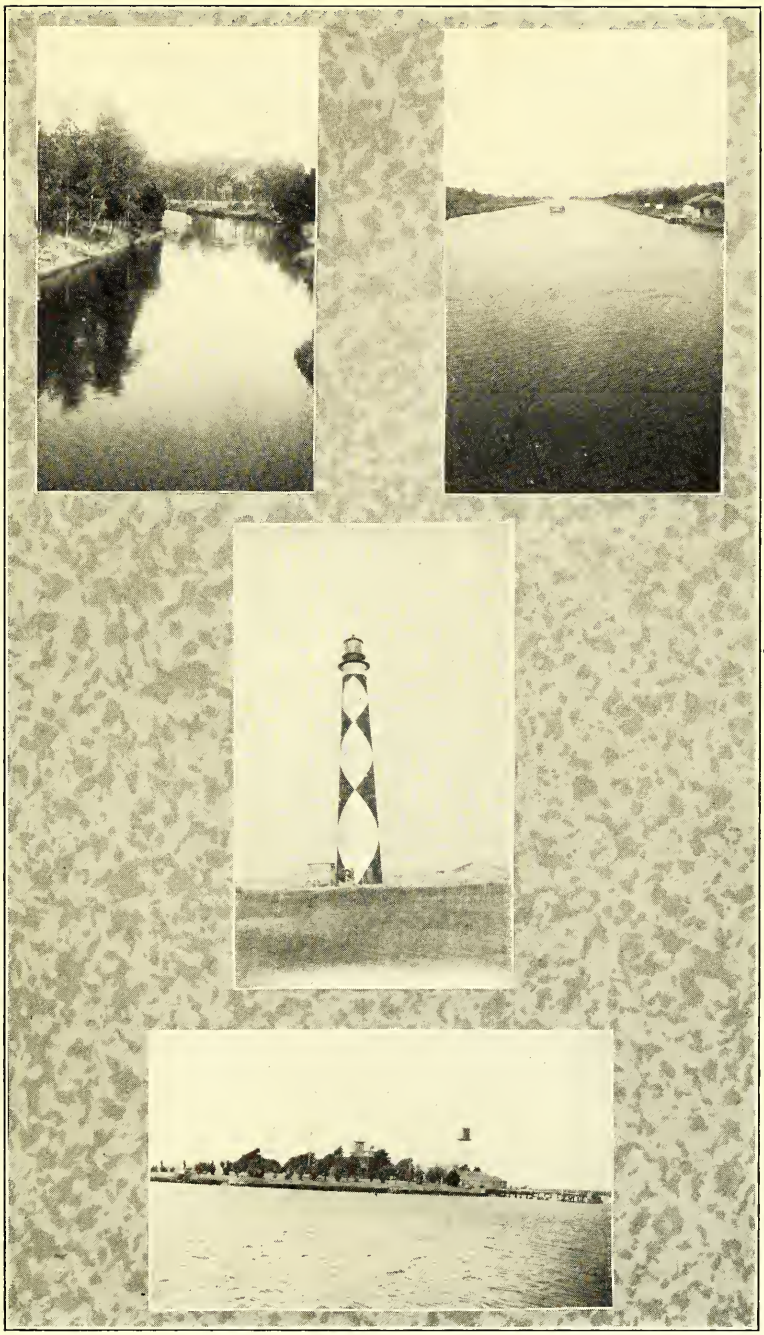
In 1913 the Wallace Fisheries Company was organized with a capital stock of $50,000. The present officers are: Mr. Charles S. Wallace, president, and Mr. W. M. Webb, secretary. The plant, located at Morehead City, has a value of $50,000 with a yearly output of $75,000, which consists of fish scrap and oil. The company employs about 20 men.

Willis Marine Railways

The Willis Marine Railways at Morehead City had its origin in 1910. The plant is valued at $5,000 with a yearly output of about $1,000. Boat repair work forms the output of the plant.

Woodland and Company

Woodland and Company was incorporated in 1918 with a capital stock of $77,800. The officers are: Mr. J. E. Woodland, president, and Mr. Gordon C. Willis, secretary. The plant which is valued at $160,000 has an output amounting to $450,000 annually,



Top, left—Scene on Old Canal. *Top, right*—Scene on New Canal. *Middle*—Cape Lookout Lighthouse. *Bottom*—U. S. Bureau of Fisheries.

consisting of canned vegetables and seafoods. In conjunction with the packing plant the company operates an ice plant and box factory. The plant is located at Morehead City.

Eubank Lumber Company

The Eubank Lumber Company was organized in 1920 by Mr. W. M. Eubanks at Newport. The plant gives employment to about thirty men.

SOURCES OF INFORMATION

United States Census for 1920.
Thirty-fourth Report of the Department of Labor and Printing of the State of North Carolina. 1923-24.
Report of the Commission of Revenue of North Carolina. 1924.

VI

FARM CONDITIONS AND PRACTICES

ALEEZE LEFFERTS

Agriculture and Manufacturing

Farming occupies the time of a great many more people in Carteret than does manufacturing. The United States Census for 1920 gives the number of individuals who have the responsibility of farms as 858, although, of course, more than 858 people are employed on the farms. The value of the agricultural products in 1920 amounted to $1,700,104. This amount came from the 858 farms which had an average of 20 cultivated acres each.

The number of people employed in manufacturing industries in 1920 was 467 and the value of the products of these industries was $1,512,170. While the value of the agricultural products exceeded that of the manufactured products in 1920 the number employed to produce the agricultural products greatly exceeded the number required to produce the manufactured products. Thus while Carteret's major human interest is rural, manufacturing plays an important part in the county's economy and deserves our study for that reason.

Land Under Cultivation

In 1920 only 4.7 percent of the total number of acres in Carteret County were under cultivation. Of the 366,720 acres of land 69,464 acres were cultivated. In 1910 there were 77,181 acres of Carteret in cultivated lands and in 1900, 74,751 acres.

Unimproved Lands

By improved lands is meant, according to the Census definition, "all lands regularly tilled or mowed land in pasture, which has been cleared or tilled, land lying fallow, land in gardens, orchards, vineyards, and nurseries, and land occupied by farm buildings." The 1920 Census shows Carteret with 24.9 percent of its total acreage improved. The state as a whole has an average of 40 percent improved lands. The fact that Carteret contains many marsh lands and islands, which are typical of the low coastal region, explains its low percentage of improved lands to some extent. However, the percentage is still too low. The number of acres in improved land in 1910 was 20,175 acres and in 1920 only 17,304 acres. Only one county has a smaller percentage of land under cultivation

than Carteret—this is Dare with only .4 percent of its acreage under cultivation. Carteret's problem is evident. It must develop its land resources further.

Farm Ownership and Tenancy

In 1920, 81 percent of the white farmers of Carteret owned the farms that they cultivated. In this particular the county ranked 17th among the 100 counties of North Carolina. Dare county ranked first with 96 percent white ownership. Carteret ranked 31st in Negro farm ownership in the state with 52.2 percent while Dare again led the state.

Of the 858 farms in the county 20.4 percent or 175 were operated by tenants in 1920. This rate of tenancy was a decrease, however, from 1910 of 19 percent. Carteret ranked 18th in 1920 among the counties with a decreasing rate of farm tenancy. The state's average rate of tenancy is 43.5 percent showing an increase of farm tenancy in the state since 1910 of 9.5 percent. The marked decrease in farm tenancy in Carteret from 1910 to 1920 was due to some extent to the 12.6 percent decrease in the number of farms. There was also a marked decrease in farm acreage. In fact, the 1910 Census shows the farm acreage then to have been 77,181 whereas in 1920 it was only 69,464 acres. The farms in Carteret show a slight increase in size from an average of 78 acres in 1910 to an average of 81 acres in 1920. This fact might suggest increased farm tenancy but such was not the case. The increase in size of farms and the decrease in farm tenancy at the same time may probably be interpreted to mean the increased interest of the farm owners in this industry. Farm tenancy, although a vital problem, is not the most serious problem in Carteret. The problem with us is the changing of vast acres of rich soil, now lying idle, into farms that will produce wealth.

The following table gives the forms of farm tenancy in Carteret and the number of tenants employed in each in 1910 and 1920.

FORMS OF FARM TENANCY IN CARTARET COUNTY: 1910, 1920

	1910	*1920*
Share Tenants	150	73
Croppers	-----	86
Share-Cash Tenants	12	3
Cash Tenants	38	18
Standing Renters	-----	-----
Unspecified	16	145
Total	216	325

Size of Farms

The average size of the 858 farms in Carteret County in 1920 was 81 acres with 20.2 acres of cultivated land per farm. In 1910 the number of the farms was 982 and the average size was 78.5 acres. In the following table the farms of Carteret are classified according to size.

CLASSIFICATION OF FARMS IN CARTERET COUNTY ACCORDING TO SIZE IN 1910 AND 1920

	1910	*1920*
Under 3 acres	----	----
3 to 9 acres	160	92
10 to 19 acres	172	188
20 to 49 acres	260	290
50 to 99 acres	176	154
100 to 174 acres	108	86
175 to 295 acres	50	25
260 to 499 acres	34	14
500 to 999 acres	16	4
1,000 and over	6	5
County average	78.5	81
State average	78.8	74.2

Farm Wealth

The total value of all farm property in Carteret in 1910 was $3,002,241 while in 1910 it was $1,492,453 with a greater farm acreage. The ten-year increase in farm wealth from 1910 to 1920 amounted to 100 percent—48 other counties had a larger percentage increase. The state's average increase in farm wealth for the ten-year period was 134.5 percent.

The average value of farm land and buildings in Carteret in 1920 was $2,895 while the state average was $3,990. Carteret ranked 75th in this respect. The value of farm land per acre in Carteret was $27.11 in 1920 while in the state the average value per acre was $42.84. The total value of farm buildings in 1920 was $600,610. In 1910 the value of farm buildings was $389,525 and in 1900 only $168,050.

The total agricultural wealth in 1919 was $1,700,104. Eighty-four other counties surpassed Carteret. The production of agricultural wealth per farm in 1919 was $1,981, and per rural inhabitant, $232. The rural per capita increase from 1910 to 1920 reached 277 percent and Carteret ranked 5th in the state in this respect. The state's average was 112 percent.

Carteret ranked 79th in the total production of crop wealth in 1919 with a crop value of $1,580,851. The crop value per country inhabitant was $216.00 and Carteret ranked 54th in the state. The

state's average was $256.87 per country inhabitant. In 1919 the crop production per farm worker was $1,024 and Carteret ranked 37th. The average for the state was $1,054. The value of the crop yield per acre, in 1919 was $91.33 for Carteret and $61.40 for the state. Carteret ranked 16th among the counties of the state in crop yield per acre. This is a significant fact which corresponds with the small size of farms and low rate of tenancy already considered. It also points out the wealth which might be derived from thousands of acres in Carteret which are not under cultivation.

Food and Feed Crops

In 1920 Carteret imported food to the value of $1,148,795. Thirty-three other counties imported less. In that year the cereal crop amounted to $163,341; other grain and seed $10,830; hay and forage $18,955; vegetables $406,656; fruits and nuts $8,155. The total value of the food crop was $607,937 and of the non-food crop $972,914.

Grain

Corn and oats are the only grains which are raised in Carteret County. In the production of these Carteret ranked 98th and 97th respectively in 1919 with a total production of 83,547 bushels of corn and 385 bushels of oats. These crops are raised as feed for stock chiefly and are not usually money crops.

Potatoes

In 1919 Carteret ranked 11th in the state in the production of Irish potatoes with a total production of 60,787 bushels. In that same year Carteret ranked 14th in the production of sweet potatoes with a total production of 152,505 bushels. The yield per acre of Irish potatoes was 114.6 bushels and the yield per acre of sweet potatoes was 145.2 bushels. This yield per acre was far above that of Duplin and Johnson, leading counties in the production of Irish and sweet potatoes. The value of these two crops alone in Carteret was $213,289 in 1919.

Non-Food Crops

The cotton crop of Carteret in 1919 amounted to 2,665 bales from 3,849 acres of land. The cotton yield per acre was 366 pounds and only eleven other counties in the state had a better average yield per acre. The tobacco crop of the same year reached 778,265 pounds from 991 acres—the yield per acre being 785.3 pounds. Carteret ranked 2nd in the state in the production of tobacco per acre in that year. The value of the non-food crops in 1919 was $972,914

and in 1922 amounted to 57 percent of the total agricultural wealth produced.

Livestock and Livestock Products

The total value of Carteret's livestock in 1919 was $32,750. The horses were valued at $82,587, the mules at $115,600, the cattle at $16,071, sheep at $244, and the swine at $54,018. The value of poultry was $13,421 and bees $1,194. Carteret increased 79 percent in the value of its domestic animals since 1910.

The value of livestock per farm in 1919 was only $375. In this Carteret ranked 68th. There were only 424 dairy cattle in the county and the per capita production of butter was .2 pound. The total value of dairy products was $1,041. However, from 1910 to 1920 the increase in number of dairy cattle was 63 percent which shows some improvement over the past.

The pork production per capita in 1919 was 78.8 pounds while the state averaged 99 pounds per capita. The total value of chickens and eggs produced was $27,566. The egg production per capita was 14.9 dozens and Carteret ranked 98th in that respect among the other counties. The honey and wax produced amounted to $788.00.

Farm Implements and Improvements

In 1920 the farmers in Carteret had $182,100 invested in farm implements and machinery. This amount equalled $212.00 per farm. The state averaged $202.50 per farm. Thirty-seven other counties invested larger amounts in farm implements per farm than Carteret farmers did. In 1910 the total amount invested in farm implements was $60,420 and in 1900 only $20,890. The increase in the investment in farm implements from 1900 to 1910 was 140 percent and from 1910 to 1920 the increase was 201 percent. These marked increases show the trend to be toward better farming and more professional interest in it.

Farm Bookkeeping

If the farmers all over Carteret would do better bookkeeping their interest in, and returns from, farming as a business would increase. The United States Census is the only recorder of the crop values for many farmers. Many farmers never know exactly what they spend on their crops, what their family spends, or what their entire crop sells for. They do not know whether the family cost more or the entire crop and farm products brought less when

the end of the farming year finds them in debt. Any manufacturing enterprise knows what its plant spends for operation and improvements and exactly what the proceeds from all sales amount to. If the average farmer would only consider himself a business man!

SOURCES OF INFORMATION

United States Census, 1910 and 1920, Agriculture.
Tables Compiled in the Department of Rural Social-Economics at the University of North Carolina.

TABLE OF FACTS ABOUT FARM CONDITIONS AND PRACTICES IN CARTERET COUNTY

Carteret's Rank	Particular	Rate	Leading County	Rate	Lowest County	Rate	North Carolina
	Land and Average						
99th	In land under cultivation, percent of total area, 1920 ... percent	4.7	Scotland	66	Dare	.4	26.3
95th	In farm land improved, 1920 ... percent	24.9	Camden	67	Brunswick	13.6	40
94th	In number of farms, 1920 ... number	858	Johnston	7,026	Dare	77	
40th	In acreage per farm, 1920 ... acres	81	Brunswick	148.2	Wilson	41.7	74.2
97th	In cultivated acres per farm, 1920 ... acres	20.2	Alleghany	65.1	Dare	14.6	30.4
	Ownership and Tenantry						
17th	In white farm owners, 1920 ... percent	81	Dare	96	Scotland	30.1	66.7
31st	In Negro farm owners, 1920 ... percent	52.2	Dare	100	Edgecombe	6.6	29.2
17th	In farm tenancy, 1920 ... percent	20.4	Dare	2.6	Scotland	79.6	43.5
	Farm Values and Wealth						
75th	In average value of farm land per farm, 1920 ... dollars	$2,195	Robeson	$6,472	Cherokee	$1,024	$3,180
85th	In total production of agricultural wealth, 1920 ... dollars	1,700,104	Wayne	24,045,294	Dare	53,234	
49th	In ten-year increase in farm wealth, 1910-1920 ... percent	100	Green	310	Dare	13.8	134.5
73rd	In value of farm property per farm, 1920 ... dollars	3,499	Wayne	8,296	Cherokee	1,756	4,634
83rd	In farm wealth per country dweller, 1919 ... dollars	408	Wayne	1,497	Dare	39	684
79th	In total production of crop wealth, 1919, dollars	1,580,851	Robeson	22,955,950	Dare	40,384	
16th	In crop yielding power per acre, 1920 ... dollars	91.33	Wilson	162.20	Alleghany	12.00	61.40
37th	In crop production per farm worker, 1919, dollars	1,024	Scotland	2,716	Avery	263	1,054
62nd	In agricultural wealth produced by non-food crops, 1922 ... percent	57	Alleghany	.6	Scotland	84	60
	Crop Records						
2nd	In tobacco production per acre, 1920 ... pounds	785	Green	825	Durham	359	610
12th	In cotton production per acre, 1919 ... pounds	346	Scotland	425	Orange	211	312
98th	In total production of corn, 1919 ... bushels	83,547	Robeson	1,376,224	Dare	4,701	
95th	In corn production per capita, 1919 ... bushels	6.1	Hyde	46.3	New Hanover	.7	16

TABLE OF FACTS ABOUT FARM CONDITIONS AND PRACTICES IN CARTERET COUNTY

Carteret's Rank	Particular	Rate	Leading County	Rate	Lowest County	Rate	North Carolina
100th	In wheat production per acre, 1920 bushels	0	Chowan	23.1	Carteret	0.0	7.7
100th	In per capita production of wheat, 1920, bushels	0	Randolph	9.6	Dare	0.0	1.8
97th	In total oat production, 1920 bushels	385	Anson	108,276	New Hanover	0.0	
98th	In hay and forage production, 1919 tons	638	Mecklenburg	12,963	Dare	106	
14th	In sweet potato production, 1919 bushels	152,502	Johnston	418,750	Avery	1,274	
11th	In Irish potato production, 1919 bushels	60,787	Duplin	246,212	Dare	1,715	
	Livestock and Animal Products						
68th	In livestock values per farm, 1920 dollars	375	Alleghany	735	Dare	241	413
	In increase in value of domestic animals, 1910-1920 percent	79	Pitt	170	Dare	6	85
98th	In production of dairy cattle, 1920 number	424	Mecklenburg	12,960	Dare	106	
97th	In gain in dairy cattle, 1910-1920 percent	63	Wilson	142	Washington	70	
97th	In per capita production of butter, 1919, pounds	.2	Alleghany	29.1	Dare	0.0	10
59th	In pork production per capita, 1920 pounds	78.8	Tyrrell	364	New Hanover	9	99
98th	In egg production per capita, 1919 dozens	14.9	Tyrrell	29.4	Dare	.74	
	Farm Machinery						
38th	In farm implements and machinery per farm, 1920 dollars	212	Scotland	441	Graham	38	202
47th	In investment in farm implements per acre of land in farms, 1920 dollars	2.62	Scotland	7.07	Graham	.45	2.70

VII

THE LOCAL MARKET PROBLEM

H. C. Lay

Food Shortage

In 1920 the feed and food consumed in Carteret County amounted to $1,899,364.50 more than the farmers produced. In other words the total amount of food and feed needed in 1920 was valued at $2,638,787.50 whereas the total produced was only $739,422. During the same year our cotton and tobacco crops amounted to $972,914. It can easily be seen that our cash crops are not paying for our imported food and feed, and that Carteret County's farms are failing to produce enough to feed our people and animals. It is important to note that Carteret County produces large quantities of fish and that it forms a large part of our diet. Fish was not included in any of these figures because of the lack of statistics.

Why Our Farmers Fall Behind

The farmers of Carteret County failed to the extent of $1,899,364.50 in supplying the food and feed needed, mainly for four reasons:

1. Lack of ready cash markets. Too often we hear farmers say that if they grew food crops, they could not be sold—that there is no demand for them. The merchant claims the western meats and produce are more in demand than home products. But if the farmers would meet the consumer's needs with meat and vegetables of good quality there is no reason why he should not have a market for his produce. Carteret County has an ideal climate and soil for raising truck the whole year round and it should supply the market at home and have a surplus. If the farmer would study the demand of the market, producing when the market was not flooded, he would benefit himself as well as his customer.

2. Lack of coöperation of farmers in marketing their produce. Until very recently the farmers of Carteret County have coöperated very little. The farmers should coöperate in marketing their produce and in outside markets. Only very recently have there been sweet potato storage houses in the county. These storage houses enable the farmers to hold their crop and make a good profit, otherwise they would all be trying to sell their potatoes at the same time and receiving a correspondingly low price. The Irish potato crop is sold in the late spring for a fairly low price and

nearly all shipped away from the county. In the winter we need Irish potatoes and pay a high price for them. Why cannot a large part of the potatoes shipped in the spring at low prices be stored for home use?

3. The excessive growing of tobacco and cotton. The growing of cotton and tobacco is carried on very largely because of the fact that the farmer can secure a cash return. From an economic standpoint this is highly commendable as long as the food crops are not neglected. But there is a willingness on the part of a large number of farmers to produce only cash crops and to depend on canned goods as a food supply. Consideration of the kinds of crops planted should precede the investment in labor and money in order to get the maximum returns.

4. General lack of modern methods of cultivation and management. The deficit in our food supply is not caused by our farmers failing to work or that the soil is poor. Our farmers are usually hard workers and good rich soil is found all over the county. The trouble lies in the fact that the farmer as a general rule does not employ the best methods of farming and in some instances overworks the soil.

Too Little Home-Raised Supplies

In 1919 Carteret County had to import nearly two thirds of the food and feed consumed by her people. The chances of Carteret County being a success agriculturally will never materialize unless we discontinue sending away money which should be kept at home. The farmers are giving too much attention to the production of cotton and tobacco and neglecting the production of food crops. Then too many of the farmers have as their major occupation fishing, tending their farms only when the fishing is poor.

According to the annual consumption figures given out by the Federal Department of Agriculture, 2,338,268 pounds of meat were needed in 1920 by the people of Carteret County. Only 1,654,133 pounds were produced at home, leaving a deficit of 684,235 pounds to be imported. Carteret County has ample natural resources to raise hogs, cattle, poultry, and sheep, not only for home use but for exportation. Fifty-two counties produced more pork than did Carteret whose average in 1920 was only 79 pounds per capita.

In per capita production of butter, Carteret ranked 97th. In 1919 only .2 pounds of butter per person were produced whereas a minimum of 48 pounds was needed for each person. Carteret needed 123,072 pounds, yet only 4,348 were produced, leaving a

deficit of 118,724 pounds to be imported. There is a growing demand for dairy products and Carteret farmers have taken advantage of this opportunity with good results.

In 1919, 199,992 fowls were needed for our 15,384 people, while only 13,236 fowls were produced—a deficit of 186,756 fowls. Furthermore 269,220 dozen eggs were needed and only 40,097 were produced, leaving a deficit of 229,123 dozen. Carteret's rank in egg production was 98th among the counties—we produced only 14.9 dozen per capita. There is always a sure market for poultry and eggs. The fact that many farmers think that poultry raising is not important and leave it for their wives to do partly explains the shortage. Every farm ought to have a large flock of poultry well cared for. Several farmers have made good profits from their poultry yards besides supplying themselves with fresh eggs and poultry.

Carteret ranked 95th in corn production per capita in 1919. The crop amounted to 6.1 bushels per capita whereas the amount needed was 31 bushels per person for man and beast. The total production of corn was 83,547 bushels and in this respect Carteret ranked 98th among the counties. This means a shortage of 393,357 bushels.

In 1919 Carteret ranked 11th in the production of Irish potatoes, producing 60,787 bushels. Since 1919 the farmers have increased their acreage and produce more. Irish potatoes are one of the most important crops in the county.

The sweet potato crop for 1919 was 152,562 bushels, Carteret ranking 14th among the counties. The crop for 1925 proved to be the best one in several years. A large potato storage house capable of holding 21,000 bushels of potatoes has been built at Beaufort and has already been filled. These potatoes will sell for an excellent price after the crop has been sold.

Carteret County ranked 98th in the production of hay forage, producing only 638 tons in 1919. She also ranked 98th in the number of dairy cattle on farms. Our county had only 424 dairy cattle on the farms in 1919. Carteret needs good cows to produce good milk for growing children and in order to do this there must be raised enough hay and forage to make it profitable to keep cows. Milk is very important for babies and growing children and canned milk is not a good substitute. The lack of milk will make for underweight and poorly developed children. During a recent test of all school children many children in the county were found undernourished and underweight—some children as much as forty pounds underweight.

Our Livestock Status

Carteret County's farms have very little livestock in comparison to what they ought to have. Our farms should have 13,893 animal units (a moderately stocked farm means one animal unit for every five acres—a horse, a dairy cow, five hogs, seven sheep, or one hundred hens) while we have only 3,469 animal units leaving a deficit of 10,484 animal units. In other words Carteret County is 75.1 percent below the moderately stocked level. The utilization of our idle land by the raising of livestock would go a long ways toward supplying food for home consumption.

Suggested Solutions of Carteret County's Food Need Problem

1. Diversified farming: There is no reason why the farmers of Carteret County should not supply the county with food. The climate affords a long growing season and the soil is very easily cultivated. The main difficulty lies in the fact that our farmers may be too content to sit back while growing a cash crop such as cotton, tobacco, or potatoes and depend on the town as a source of food, chiefly canned food and staples. Another drawback to the county is the large number of people who fish for a living and do not have an opportunity to raise food stuffs. They use canned goods of all kinds, even canned milk for the baby. The farmer should have a garden to supply the family needs besides a surplus to be marketed in town.

2. More hogs and cattle: With the large acreage of idle land in Carteret County there ought to be a large number of hogs and cattle available for the market each year. As it is now large quantities of meat have to be shipped in each year. Every farmer ought to have a herd of swine, which would be very economical because of the utilization of scraps as feed. According to the North Carolina Crop Report Service for 1921 Carteret County had an acreage of 2,309 acres in peanuts. Hog raising might be very successful in connection with peanut growing. A herd of cattle on every farm would form a source of income for the farmer without much labor at the same time utilizing his idle land.

3. Better banking practices: Large numbers of farmers depend on the banks to carry them over from year to year on the feed and fertilizer bills. The banks could do much to influence farmers to produce more food. The farmer depends too much on cash crops to pay his debts to the supply merchant and to the bank. If the banker would stipulate so many acres in foodstuffs instead of cotton or tobacco as a prerequisite to a loan it would go a long way towards

solving our food need problem. The banker would lose nothing by this far-sighted policy as the rate of interest would be the same while the farmer would make just as much as if not more, at the same time supplying the demand at home and keeping money in the county.

4. Standardized marketing: A certain standard has to be maintained in order for produce to demand a uniform price. If the farmers would coöperate and make their products as attractive as possible all the time they would find no trouble in selling their produce, for fresh vegetables are in demand in Carteret County all the year round. The hotels will form a big source of consumption, for since the influx of summer and winter tourists the demand has been very great.

SOURCES OF INFORMATION

United States Census for 1920.
Tables Compiled in the Department of Rural Social-Economics at the University of North Carolina.
North Carolina Department of Agriculture Crop Reports.

FOOD AND FEED NEEDS AND DEFICITS FOR CARTERET COUNTY

(Based on the 1920 Census Report)

1. Food and Feed—Needed:		
15,384 people at $155 a year	$2,384,520.00	
1,171 work animals at $78 a year	121,338.00	
424 dairy cattle at $37 a year	15,688.00	
1,914 other cattle at $16 a year	30,624.00	
112 sheep at $3 a year	336.00	
6,096 hogs at $14 a year	85,344.00	
13,838 poultry at $.75 a year	937.50	
Total Food and Feed Needed		$2,638,787.50
2. Produced:		
Food and feed crops	$ 607,937.00	
Dairy products	3,100.00	
Poultry products	27,566.00	
Honey and wax	788.00	
Animals sold and slaughtered	100,031.00	
Total Food and Feed produced		739,422.00
Deficit		$1,899,364.50

3. Distribution of food and feed shortage or surplus:

(1) Meat needed for 15,384 people at 152 lbs.		lbs. 2,338,368
Produced:		
655 calves at 150 lbs.	lbs. 98,250	
13,838 poultry at 3.5 lbs.	lbs. 48,433	
1,259 other cattle at 350 lbs.	lbs. 440,650	
6,096 hogs at 175 lbs.	lbs. 1,066,800	
Total meat produced		lbs. 1,654,133
Deficit		lbs. 684,235
(2) Butter needed for 15,384 people at 48 lbs.		lbs. 123,072
Produced		lbs. 4,348
Deficit		lbs. 118,724
(3) Fowls needed for 15,384 people at 13 fowls		fowls 199,992
Produced		fowls 13,236
Deficit		fowls 186,756
(4) Eggs needed for 15,384 people at 17.5 doz.		doz. 269,220
Produced		doz. 40,097
Deficit		doz. 229,123
(5) Corn needed for 15,384 people at 31 bu.		bu. 476,904
Produced		bu. 83,547
Deficit		bu. 393,357
(6) Wheat needed for 15,384 people at 4 bu.		bu. 61,536
Produced		0
Deficit		bu. 61,536
(7) Hay needed for:		
1,171 work animals at 10 lbs. a day		tons 2,132
424 dairy cattle at 6 lbs. a day		tons 464
1,914 beef cattle at 6 lbs. a day		tons 2,162
78 sheep at 3 lbs. a day		tons 42.5
Total hay needed		tons 4,800.5
Produced		tons 638
Deficit,		tons 4,162.5

CARTERET COUNTY LIVESTOCK, 1920 CENSUS

1. Animal units on hand:	Animal units
1,124 mature work animals	1,124
47 colts, (1-2)	23
245 dairy cattle	245
834 calves (1-2)	417
1,269 other cattle, (1-2)	628
2,757 hogs, (1-5)	551
3,339 pigs, (1-10)	333
65 sheep, (1-7)	9
13 lambs, (1-10)	1
13,838 poultry, (1-100)	138
Total animal units	3,469
2. Animal units needed:	
Acres in farms, 69,464 acres divided by 5	13,893
Percent that units on hand are of the units necessary to stock county on a moderately stocked basis.*	24.9
Percent that Carteret county is below the moderately stocked farm	75.1

*A moderately stocked farm means one animal unit for every five acres—a horse, a cow, five hogs, seven sheep, one hundred hens.

FOOD AND FEED NEEDS AND DEFICITS FOR CARTERET COUNTY

Carteret's Rank	Particular	Rate	Leading County	Rate	Lowest County	Rate	North Carolina
94th	Needed food and feed supplies produced at home ..... per cent	28.	Currituck	119	Dare	7	52
52nd	Pork production per capita ..... lbs.	79.	Tyrrell	364	New Hano'r	9	99
97th	Butter production per capita ..... lbs.	.2	Alleghany	29.1	Dare	0	10
98th	Egg production deficit per capita ..... doz.	14.9	Tyrrell*	11.9	Dare	16.76	
95th	Corn production per capita ..... bus.	6.1	Hyde	46.3	New Hano'r	.07	16
99th	Wheat production per capita, ... bus.	0.0	Randolph	9.6	Dare	0.0	1.8
14th	Sweet potato production ..... bus.	152,562	Johnston	418,750	Avery	1,274	
11th	Irish potato production ..... bus.	60,787	Duplin	246,212	Dare	1,715	
98th	Dairy cattle on farms	424	Mecklenburg	12,963	Dare	106	
58th	Farms buying stock feed ..... per cent	48.9	Swain	19.7	Dare	47.8	47.8

* Surplus.

VIII

SCHOOLS

C. W. Lewis

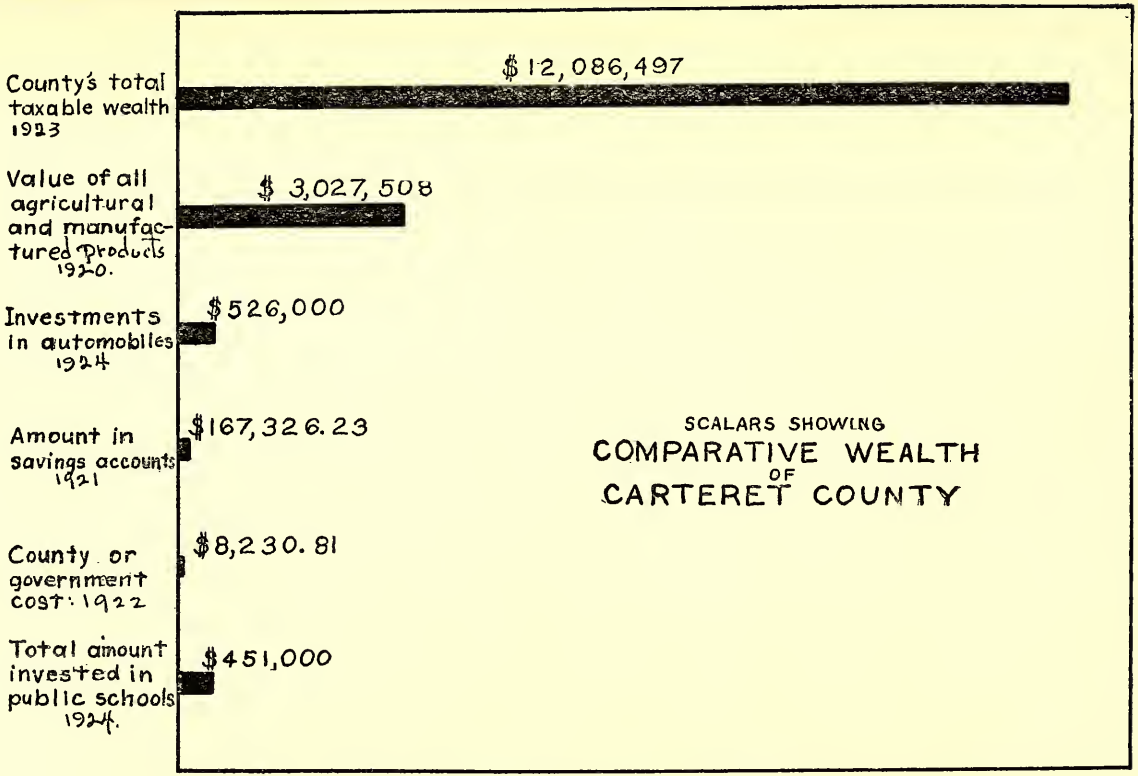
Carteret County is located in the extreme eastern part of the State. It is one of the oldest counties in the State and has many points of educational interest connected with its history.

The first public schools in the county were established in 1840. These schools were small and had only one or two teachers in each. They were supported by the toll or money collected from the boats that used the Harlan Creek Canal. This was one of the first ways that education was supported from public funds. This old Canal remains today as a useless relic and a symbol of former service.

SCHOOL POPULATION

	1920	1923-24
School population, 7 years or older	3,890	5,498
School enrollment	3,106	4,374

There were 2,648 children in the county, seven years through thirteen years, in 1920. There were 2,218 children, at the above age, attending school. In the same year there were in the county 663 youths fourteen years through sixteen years of age. Of these 574 attended school. Also in the same school year there were 579 youths seventeen years through twenty years of age and 314 of these attended school. There were altogether 3,106 pupils enrolled in the public schools of the county in 1920. In 1923-24, the school population had 1,608 more than in 1920. In 1923-24, Guilford County led all the other counties of the state in school population with 30,414 children. Carteret in this particular ranked 66th with 5,498 children of school age. Graham County ranked lowest with 1,375 children of school age. In 1923-24, the school enrollment in our county had increased by 1,268 children. In this same year Guilford County led the other counties in school enrollment with 24,707 children enrolled in school. Our county ranked 60th in the number of pupils enrolled with 4,374 children enrolled. Graham County was lowest in this particular with 1,266 children enrolled in its public schools. In 1923-24, Carteret had 25.6 pupils to each teacher employed. In this particular we ranked 63rd. Johnston County led all the other counties with 29.1 pupils per teacher. Bertie County was lowest with 20.1 pupils for each teacher in


County's total taxable wealth 1923
$12,086,497
Value of all agricultural and manufactured products 1920.
$ 3,027,508
Investments in automobiles 1924
$526,000
Amount in savings accounts 1921
$167,326.23
County or government cost: 1922
$8,230.81
Total amount invested in public schools 1924.
$451,000
SCALARS SHOWING
COMPARATIVE WEALTH
OF
CARTERET COUNTY

the county. In the same school year 3,137 of the 4,374 pupils attending public schools were rural children. In this particular we ranked 83rd. Wake County led all the other counties with 16,164 rural children attending school. Clay was lowest with 1,548 children attending rural schools.

Carteret's Schools

Carteret has forty school buildings and in this particular the county ranks 82nd. Mecklenburg led all the counties with 148 school buildings. Clay County ranked lowest with 16 school buildings. In 1925, Carteret had only seven secondary schools. In these seven schools there were about 300 high school students. Four of these high schools are consolidated. Three of them are accredited. Two are urban schools. The two secondary schools have nine months' terms. The other five rural secondary schools have an eight months' term each.

Teachers' Salaries

In 1921-22, Carteret had 136 teachers of which 117 were white. These white teachers received an average annual salary of $682.25. Each of the 19 colored teachers received an annual salary of $451.32. In 1923-24, Carteret spent $102,420.14 for teaching and supervision. In this same year the county paid to each white teacher an average annual salary of $712.47. The colored teachers of the county received $506.19 as an average annual salary.

Cost Per Pupil

The county spent $.156 on each pupil per day during the 1922-23 term. It ran 75th while New Hanover ranked first with $.281 for each pupil. Madison ranked lowest with $.135 for each pupil enrolled.

School Investments and Expenditures

The county had $451,000 invested in the 50 school buildings in 1923-24. At this time the county ranked 64th in this particular. Buncombe County ranked first with $2,486,075 invested in school property. Carteret has $28.00 invested in school property for each inhabitant. The county ranked 11th while Durham ranked first with $40.08 invested in school property per capita. Clay County was at the bottom with $4.38 invested in school property for each inhabitant.

The total expenditures of the county for the school year 1923-24 was $237,612.41. The school levy for that year brought in $237,675.85. The county's levy was $63.44 more than the total expendi-

Top—Beaufort Graded School. *Middle*—Morehead City Graded School.
Bottom—Newport Graded School.

tures. In the total expenditures we ranked 45th among the counties. Mecklenburg ranked first with $1,574,243.37 as the total expenditures. Clay ranked lowest with $48,380.36 for the total school expenditure. In the school tax levied we ranked 54th among the other counties of the state. Guilford ranked first in the school tax levied with a total of $1,942,313.30. Dare County ranked lowest with $17,113,.44 tax levy for her public schools.

Automobiles and Schools

In 1924, the county had invested in automobiles $568,000 and $451,000 invested in the public schools of the county. It is very plain and clear that automobiles are more attractive in Carteret than education. It should be of interest to the people of Carteret to think which is of most value and real service to the county.

Below is given a table showing a comparison of school facts in 1914 and 1924:

TEN YEAR GAINS IN CARTERET COUNTY SCHOOLS

	1914	1924
School Population—Rural	2,988	3,452
Total for county	4,524	5,498
School Enrollment—Rural	2,235	2,374
Total for county	3,301	4,374
Average Daily Attendance—Rural	1,556	2,227
Total for county	2,389	3,536
Total number of teachers employed	79	117
Total number of rural teachers employed	58	81
Average annual salary of white rural teachers	$ 239.51	$ 601.25
Average annual salary of colored rural teachers	156.15	308.57
Paid all white teachers for the year	20,836.72	83,369.28
Paid all colored teachers for the year	2,113.75	9,617.63
Paid Beaufort teachers for one year	2,400	15,674.25
Paid Morehead City teachers for one year	4,545	18,993.28

Number of Teachers

White teachers	1914	1924
Total white teachers	79	117
Rural white teachers	58	81
Beaufort white teachers	8	14
Morehead City white teachers	13	22
Total	158	234

Colored teachers	1914	1924
Total colored teachers	9	19
Rural colored teachers	6	7
Beaufort colored teachers	3	6
Morehead colored teachers	3	6
Total	21	38

Scholarship of Teachers in 1923-24	Urban	Rural
Number of teachers having normal training	12	19
Number of teachers having 4 years experience	10	16
Number of teachers having college degrees	14	4

Number of Schools in 1924	Total	Rural
White schools	41	37
Colored schools	9	7

Average term in Days

White schools: 1923-24	
All schools	141
Rural schools	130
Urban schools	170
Colored schools: 1923-24	
All schools	150
Rural schools	120
Urban schools	170

Extra-Curricula Activities

The schools of the county rank very low in playground equipments. The average playground equipment for the schools of Carteret are as follows: basketball and baseball courts, slides and swings for the smaller children. There is a great need for some other sports in the schools of the county. Some of these sports are: tennis, track, football, boating and swimming.

In most of the schools of the county the pupils have plays, parties, debates and societies. These extra-curricula activities are carried on in the small schools as well as the large schools. There is a great need in the county for some one who can direct all these activities with skill.

The Needs of Carteret's Schools

a. The county needs one more accredited high school.
b. The county needs more consolidated schools.
c. The county needs better equipped school buildings.
d. The county needs more and better prepared teachers.
e. The county needs a better system of raising school funds.
f. The county's pupils need better transportation.
g. The county has need of a larger variety of athletics.
h. The county needs more playground equipment.
i. The county has a great need in extension of the social activities of the schools.
j. The schools need more money.

Solution of School Problems

The first big problem of the schools of the county is the lack of funds. This can be solved by doing away with the present system of local taxation and adopting the unit system of taxation. At present the taxes in school districts are different and it is placing an extra heavy burden on some of the districts. In a district where the property value is high the tax rate is lower than in a

place where the property value is lower. An example of this is two small districts in the county. One of them is Atlantic which has 264 school children with a property value of $130,158.00 and a school tax of $.80 on the $100 valuation. The other district is Camp Glenn which has 175 school children. The value of property in the district is $1,300,000.00 with a school tax of $.40 on the $100 valuation. Under such conditions the pupils in the Camp Glenn district will receive more than $61.00 worth of training or schooling per pupil. The pupils in the Atlantic district will receive about $2.00 worth of schooling per child. It would be necessary for Atlantic to pay about $2.40 on the $100 valuation for each of its children to have the same advantages as the children at Camp Glenn. Any one can see that such a system of taxation can not turn out a standard product and such a system is harder on some districts than others. The county unit plan will eliminate this unfair way of taxation and give all an equal chance in educational training. The unit plan would levy a tax for the entire county for less than $.60 on the $100 on all rural property. The funds from this would go to support the rural schools of the county. This blanket fee of less than $.60 on the $100 would give all the schools in the county as they stand, nine months terms.

The next step in problem solving is that of consolidation. There are 50 public schools in the county and only 8 of these are high schools. Three of these high schools are accredited and the other five are only doing some high school work. The county needs five consolidated schools. It would be impossible to have more than this because certain sections of the county are isolated and do not have enough children to support a consolidated school. By having five consolidated schools it would be possible to educate the pupils better and very much cheaper. Most of the rural districts would be given the chance to send its pupils to an accredited high school. These pupils could get the advantage and privileges that they are now being denied. The expense of these five consolidated schools could be met by the $.60 blanket fee or tax.

SOURCES OF INFORMATION

J. W. Workman, County Superintendent of Public Instruction in Carteret County.

Tables compiled in the Department of Rural Social-Economics at the University of North Carolina.

Tables compiled in the report of the Superintendent of Public Instruction of North Carolina.

FACTS ABOUT CARTERET COUNTY SCHOOLS

Carteret's Rank	Particular	Carteret's Rate	Leading County	Rate	Lowest County	Rate	North Carolina
11th	Investments in public school property per capita in 1923-24	$ 28.00	Durham	$ 40.08	Clay	$ 4.38	$ 17.50
	School Tax						
61st	Per capita school tax, 1924	$ 3.48	Wilson	$ 12.90	Macon	$ 1.58	$ 4.32
82nd	Number of tax districts, 1924	44	Wilkes	150	Clay	16	7,242
40th	Four year gains in school tax on the $100 (1920) valuation	$ .31	Northampt'n	$ .47	Forsyth	$ .20	$ .31
15th	Four year gains in school tax on the $100 (1924) valuation	$ .70	Northampt'n	$ .90	Alleghany	$ .32	$ .57
	School Property						
82nd	Number of buildings, 1924	50	Mecklenburg	148	Clay	16	7,623
64th	Value of all school property, 1924	$451,000	Buncombe	$2,486,075	Clay	$21,500.	$48,874,830
	Enrollment						
60th	Total enrollment, 1923-24	4,374	Guilford	24,707	Graham	1,266	793,046
63rd	Number of pupils per teacher, 1923-24	25.6	Johnston	29.1	Bertie	20.1	
83rd	Enrollment in rural schools, 1922-23	3,137	Wake	16,164	Clay	1,548	693,067
66th	School population in 1923-24	5,498	Guilford	30,414	Graham	1,375	921,315

FACTS ABOUT CARTERET COUNTY SCHOOLS

Carteret's Rank	Particular	Carteret's Rate	Leading County	Rate	Lowest County	Rate	North Carolina
	Expenditures						
45th	Total expenditures in 1923-24	$237,612.41	Mecklenburg	$1,594,243.37	Clay	$48,380.26	$35,682,543.37
54th	Total school fund 1923-24	$237,675.85	Guilford	$1,942,313.30	Dare	$47,213.44	$38,340,526.14
80th	Total expenditure in rural schools, 1924	$ 98,215.67	Guilford	$ 863,261.48	Graham	$35,560.15	$18,720,860
21st	School expenditure per pupil for rural schools, 1924	$ 35.59	Currituck	$ 79.91	Cherokee	$ 15.84	$ 31.08
62nd	School expenditure per $1000 of taxable property, 1920	$ 4.24	Pamlico	$ 8.55	Graham	$ 1.94	$ 4.41
56th	Average expenditure per child enrolled for instruction, 1924	$ 19.34	New Hano'r	$ 39.59	Surry	$ 12.21	$ 20.07
75th	Cost of education per day per child 1923-24	$ 1.58	New Hano'r	$ .281	Madison	$ .135	
40th	Amount paid teachers, 1923-24	$ 92,986.91	Guilford	$ 724,758.50	Clay	$21,772.50	$15,334,711.80
	Teachers and Salaries						
43rd	Number of teachers in 1923-24	136	Guilford	746	Tyrrell	44	16,382

FACTS ABOUT CARTERET COUNTY SCHOOLS

Carteret's Rank	Particular	Carteret's Rate	Leading County	Rate	Lowest County	Rate	North Carolina
47th	Average salary paid teachers in 1924	$ 682.25	Guilford	$ 971.52	Clay	$571.11	
18th	Average annual salary paid colored teachers, 1921-22	$ 451.32	New Hano'r	$ 949.11	Yancey	$190.00	
63rd	Average annual salary paid white teachers in 1921-22	$ 616.82	New Hano'r	$1,259.15	Watauga	$402.26	
26th	Average annual salary paid rural colored teachers in 1924	$ 308.57	New Hano'r	$ 939.98	Watauga	$172.95	$361.31
65th	Average annual salary paid rural white teachers in 1922	$ 601.26	New Hano'r	$1,101.84	Mitchell	$466.17	$669.18
	Length of Term						
51st	Number of pupils in rural schools having less than 160 days, 1924	1,841	Johnston	8,227	Wilson	24	
80th	Number of pupils having more than 160 days in rural schools, 1924	677	Gaston	7,732	Tyrrell	329	
	Graduates						
64th	High school graduates per 10,000 white population, 1923	28.2	Northampt'n	93.7	Graham	0	33.7
57th	College enrollment per 10,000 population, 1924	$ 32.00	Orange	129	Graham	2.1	4.1

IX

EVIDENCES OF PROGRESS

H. C. Lay, C. W. Lewis

Industries

Carteret's industries have expanded greatly in the last decade. There have been established all over the county fish factories to take care of the increased yearly catches of Menhaden. There are innumerable fish packing houses that ship fresh fish all over the eastern United States. The lumber business has grown rapidly since 1900. There have been several new mills established since then.

Means of Communication

Great progress has been made in Carteret's highways and railroads. The increased number of automobiles has naturally demanded better roads. In 1915 Carteret County had 27 automobiles and now there are 561 in the county. The total amount of miles of highway in Carteret is equal to 290 miles. Within the last two years Carteret County has constructed 50 miles of hard surfaced roads and now has contracts out for about 30 miles. Both Morehead City and Beaufort have all their principal streets paved and more under construction. As further evidence of progress and development there is now under construction a half million dollar bridge connecting Beaufort and Morehead. Recently there has been established a bus line to Beaufort and to Morehead City, and from Beaufort to Atlantic. Railroad service has increased and improved in recent years. Large shipments of fish and farm products are shipped the year round over the county's only railroad, the Norfolk Southern.

A great factor in communication is water transportation. Ever since the beginning of the county boats have played a leading part in the development of communication.

Telephones have broken down the barrier of isolation that is so dangerous to a community. The inhabitants of the outlying districts of Carteret County are no longer isolated. Communication is now carried on by automobile, boat, telephone, telegraph, and radio. There is a government radio station located at Camp Glenn.

The two newspapers of the county, *The Beaufort News,* of Beaufort, and *The Coaster,* of Morehead City, are very progressive and do a great deal for the betterment and advance-

ment of the county. They have fairly large circulations that cover the entire county.

Schools

In recent years the development of schools in Carteret County has gone forward by leaps and bounds. Many new school buildings have been erected with a corresponding increase in attendance. There are four consolidated schools in the county and eight school trucks are used to transport the pupils to and from school. Both Beaufort and Morehead City have public schools for white and colored. A movement is underway now in Beaufort to erect a new up-to-date school building. Morehead City has recently completed a handsome modern school building.

Churches

There has been a steady advancement among the churches in the last twenty years. This improvement includes the building of several new churches and the remodeling of several old ones. In Beaufort the Methodist and Baptist churches have built annexes recently. In Morehead City an Episcopal church was built a few years ago.

Civic Organizations

In recent years there has been a well defined movement towards the formation of civic organizations, namely: Women's Clubs, Parent-Teachers Associations, Chambers of Commerce, and other civic bodies. The club life aspect has aided very much in the organization, development, and coöperation of these organizations. The following data were secured from the secretaries of the organizations in the county.

Atlantic Parent-Teachers Association

The Parent-Teachers Association of Atlantic was organized in October, 1924, with an enrollment of 125 members. The purpose of the organization is "to get the coöperation of every parent, teacher, and child in the interest of our school". The association has already improved the school buildings and grounds to a large extent and plans a great deal more work of this nature. The present officers include a president, vice-president, and secretary and treasurer. Mrs. Lee Daniels is the president at this time and she has done a great deal in the interest of the organization.

Beaufort Community Club

The Beaufort Community Club was organized in 1921 with 40 charter members. Since then the membership has increased to 75 members and 20 associate members. The object of the club is

"the intellectual, philanthropic, social, civic, and domestic betterment of the community". Various results of the Community Club are: fall and spring flower shows, garden club, beautification of the town, means of bringing a Chautauqua to Beaufort, formation of library, and maintains rest room with the help of the town commissioners. The present officers are: Mrs. Leslie Davis, president; Mrs. W. A. Mace, vice-president, and Mrs. Wallace Brinson, treasurer.

Beaufort Chamber of Commerce

The Beaufort Chamber of Commerce was organized several years ago to serve as an agency through which the merchants and business men of the town may act. Good work has been done by this organization since its start. It has been instrumental in securing many public improvements for the town and harbor by the Federal government. It is now agitating for dredging to be done in the harbor in order to have a bigger turning basin. A breakwater is also needed to keep the harbor from filling up again. The present officers are: Mr. W. H. Taylor, president; Mr. J. A. Hornaday, first vice-president; Mr. W. G. Mebane, second vice-president, and Mr. J. P. Betts, secretary and treasurer.

Morehead City Woman's Club

The Woman's Club of Morehead City was organized in 1920 with only one department—a civics department. Since then Music, Literature and Art, and Social departments have been formed. The aims and purposes of the club are "in every way to work for the betterment and uplifting of the town". The club which has 135 members, has done a great deal to beautify the town and has helped the school by giving a curtain for the auditorium. The present officers are: Mrs. A. H. Webb, president; Mrs. J. C. Taylor, secretary, and Mrs. Alvah Hamilton, treasurer.

Newport Parent-Teachers Association

The Parent-Teachers Association of Newport was organized in October, 1924. The aims of the association are "to bring into closer relations the home and the school, that parents and teachers may coöperate intelligently in the education of the child". This organization has been very active in beautifying the school grounds and in supplying equipment for the school. The present officers of the association are: Mrs. J. C. Mizelle, president; Miss Josie Pigott and Mrs. C. E. Herrington, vice-presidents, and Mr. S. D. Edwards, secretary and treasurer.

Sea Level Parent-Teachers Association

The Parent-Teachers Association at Sea Level was organized in October, 1924, with 33 members. The aims of the organization are to promote the welfare of the school and the community as a whole. A great deal has been done for the school with gratifying results. The association has purchased a piano, seats for the auditorium, window shades, stage curtain and athletic equipment. Mrs. Calvin Taylor is president of the association.

Straits Community Club

The Straits Community Club was organized in 1921 by consolidating the Ladies' Aid Society and the Young People's Betterment Society. The club has been very active in social and civic affairs, particularly concerning the schools and church. The present officers are: Mrs. Bulah Stewart, president; Mrs. Nellie Watson, secretary, and Mrs. Fannie Nelson, treasurer.

Old Topsail Club

The Old Topsail Club was established at Beaufort several years ago to serve as a social center and as a gathering place for the men of the community. It also serves as host to visitors stopping in Beaufort. The membership of the club consists of about 30 members.

Morehead City Hospital

Carteret County's only hospital is located at Morehead City. It is modern and thoroughly equipped in every way and has thirty beds. This brick hospital is located on the water's edge of the harbor at Morehead. Cool breezes make it delightful in summer while in winter the southern exposure keeps it warm. Doctor Ben Royal was instrumental in getting this hospital established at Morehead and owns the controlling interest in it now.

X

CARTERET COUNTY PROBLEMS

ALEEZE LEFFERTS

In this chapter are briefly reviewed six major problems of direct vital concern to Carteret County people. We have many others, but those presented here are deemed fundamental and basic. They are hard and knotty ones but not incapable of solution. Our people applying themselves to the task of making Carteret a better county to live in will daily grow in the graces of citizenship and fraternity, which, after all, are the best products of human existence anywhere.

Education

Education is the means by which competent citizenship is developed—by which the level of human adequacy is raised. We have made a great deal of progress along educational lines in Carteret County but there is still much to be done. For example, Carteret County in 1922 paid her white rural school teachers an average salary of only $533.18 each. Sixty-nine other counties did better, ranging all the way from $1,169.72 in Montgomery to $533.64 in Chatham. Colored teachers in Carteret fared even worse, with an average of only $451.32 per annum. Seventeen counties pay their colored teachers more than Carteret and these include some of our neighbors. New Hanover heads the list with $949.11. We cannot say too much in praise of the teacher but how poorly do we reward her services.

White school children in Carteret attend school better than colored school children but there is room for improving both. Our white school population in average daily attendance in 1921-22 was only 76.8 percent of the total enrollment: in Washington County 82 percent of them are on hand every day. Only 67 percent of our negro school population attended school regularly, and in this respect fourteen counties outrank us. The school can not reach the boy or girl not in attendance. Here is a problem for our truant officers but they cannot solve it without the support of the strongest public opinion that Carteret people can give them.

Carteret County in 1921 taxed herself $3.48 per inhabitant for school purposes but sixty other counties did better. Wilson County, for example, averaged $12.90 school tax per inhabitant. With twelve school districts, she had in that year sixty-two school trucks,

or one-ninth of all such trucks in the State, transporting daily about 2,500 pupils to and from school. Carteret is not spending too much money in behalf of education. We had $451,000 invested in public school property in 1924, but then, on the other hand, we had $65,000 more than this amount invested in automobiles. Perhaps an enduring civilization can be built on this basis but one may be permitted to doubt it.

The education of its youth is the biggest business of a community, and Carteret County must not lag behind in this important work.

Illiteracy

A good part of our educational work in Carteret must concern itself with illiteracy. While it is true that we are far from the bottom of the list of North Carolina counties in this matter, we will do well to remember that there is always room at the top and literacy for all our citizens is no impossible ideal. In Denmark illiteracy is practically non-existent and what has been done there we can do if we will but apply ourselves to the task.

In North Carolina there were 44,000 illiterate white women in 1920—almost enough to fill a city the size of Charlotte. There were 344 of them in Carteret County. Or, in other words, we ranked 56th among the counties of the State in adult white female illiteracy with 10.4 percent of our total number unable to read or write their names—voters, now, who cannot make out a ballot! And 10.2 percent of our white men were in the same condition. But what shall we say of our negro illiterates—21.3 percent of the race in Carteret County? Is it possible for Carteret County whites to reach their highest and best development alongside of an illiterate, unsanitary, immoral negro race? For these things are bred by ignorance.

The way out is education and more education with strict enforcement of our compulsory attendance laws impartially administered to both races. Moonlight schools, vacation schools, night schools, are helping to solve the problem among adults in many places. "North Carolina needs an earnest, concentrated campaign to wipe out the blot of illiteracy. The level of a state's progress must always be gauged by the extent of the peoples' ability to share in the thoughts, hopes, aspirations, discoveries, and movements of humanity. So long as North Carolina has a white illiteracy rate higher than that of forty-six other states in the Union, her level of progress will be lower than it ought to be.

'Great is our heritage of hope, and great
The obligation of our civic fate'."

Farm Tenancy

A little more than one-fifth of Carteret County farmers are landless and homeless, according to the 1920 Census report. Or exactly 20.4 percent of all our farmers, both white and colored, were tenants in that year. Tenancy is one of the major problems of the State and its eradication presents itself as a real task for our statesmen and leaders. President W. B. Bizzell, formerly of the Agricultural and Mechanical College of Texas, summarizes the social and economic effects of farm tenancy as follows:

1. A lower intellectual standard of living and a corresponding influence on the moral standards of those who compose this class.
2. A decreased interest in education and a neglect of educational opportunity on the part of the children of tenants.
3. A general indifference to the religious motive and a corresponding neglect of church attendance.
4. An increasing difficulty in promoting efficient rural organizations because of the low educational standards and the transient habits of a tenant class.
5. A gradual decline in the effectiveness of political action due to indifference and ignorance of farm tenants with reference to governmental policies.
6. The development of undemocratic tendencies in American life due to the social disintegration resulting from class consciousness that has developed between landowner and tenant.
7. General instability of rural institutions due to the transient habits of farm tenants who cherish no sentiments of attachment for the land they occupy and feel no concern about the development of the farmstead where they live.
8. A lowering of aesthetic appreciation because of the influence of this class on the standards of the entire community in which they reside.
9. Depletion of soil fertility.
10. Impossibility of maintaining proper rotation of crops and the application of other scientific methods under a transient tenantry system.
11. A general reduction in the average farm income by virtue of these conditions.
12. Economic income influences to a large degree standards of living and cultural opportunities. The average income of the farm tenant is too low to secure these advantages.

Conservation of Natural Resources

North Carolina in 1912 was cutting away her timber resources faster than thirty-eight other states. And in the six-year period between 1916 and 1921, $1,497,732 worth of timber in this State went up in forest fires. The rate of cut and fire damage is not available for Carteret County specifically, but it is safe to say that we are doing none too much in the way of sane conservation and preservation of our natural resources. Our forests are dwindling and how badly do we need a State-wide policy for their better protection.

Improved County Government

Relatively there are few people in Carteret County who contribute anything to the support of State government. State taxes are paid by those who have productive properties sufficient to yield net incomes beyond $2,000 a year, by producing corporations, and by wage and salary earners with incomes of $1,000 if single and $2,000 if married. On the other hand, everybody pays county taxes who owns land or has more than $300 in personal effects. Carteret County in 1922 had a higher county tax burden than thirty-five other North Carolina counties with an average of $6.35 for each individual within it. Out of this, $6.15 comes from general property—farm lands, buildings and livestock, city lots and factory sites and improvements thereon, merchandise, mill products on hand, solvent credits, etc. Not one penny goes to the support of county government from inheritance, income and other special taxes. An average of sixteen cents per inhabitant is paid by Carteret County people as poll taxes in support of county government. And five cents per individual is the average derived from licenses and permits. General property bears the chief burden of county support in Carteret County, as indeed, in every other county in the State. If county taxes are an unduly heavy burden in Carteret, we are likely to find the chief causes in (1) inequities in the county tax lists, (2) uncollected taxes, (3) fees and fines uncollected or unreported, and (4) primitive methods of bookkeeping and reporting to the public in annual statements.

County government in North Carolina is a headless, traditional affair; county officials in great measure work independently of each other with no manuel of instructions to guide them. We need to put our county government and finances on a more business-like basis. It would seem that a State-wide county law providing for responsible headship—a county manager, perhaps,—is the first great need of county government in North Carolina.

Church Membership

The latest comparative data on church membership is for the year 1916 obtained from the United States Census of Religious Bodies. This Census is issued once every ten years and the next is not available until 1926. In 1916, 52 percent of our population, ten years of age and over, belonged to no church whatever. In 1916, 41 percent were non-church members. In all probability we have an even lower percentage at the present time, but still the number of our people without the direct influence of the church, many perhaps members in name only, is large enough to cause us much concern. As to the social function of the church itself we shall content ourself with two quotations, the first from the University *News Letter:*

"Three distinct religious tasks confront us: (1) social integration in our countryside, (2) the cure of widespread illiteracy, black and white, (3) the settling of our landless, homeless multitudes.

"These are religious as well as secular problems. And what tremendous problems they are in every land and country! Unsolved, they will be as certainly fatal to our civilization as they have been to every other in history. Church authorities ought to be even more active than State authorities in solving them—so, in sheer self-defense. The church must put an end to illiteracy and tenancy in North Carolina, or illiteracy and tenancy, town and country, will put an end to the church."

And in the language of another writer, the creation of such a Christian world "is no impractical motive..... The Christian church undertakes no impossible task. It summons men to devotion to no impossible ideal. A Christian world is not only practicable; in the long run it will be found that no other sort is practicable."

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CHAPEL HILL, N. C.

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VI. Commercial and Industrial Relations: Coöperate with business and manufacturing organizations of the State. Special studies, business surveys, and research on economic problems. *Commerce and Industry* monthly free.

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IX. Municipal and County Government Research and Information: Gives assistance and information on city, county and township government; lends documents; collects data and issues reports on important problems; drafts local ordinances and proposed legislation; and gives advice on modern efficient methods of administration and local improvements. An expert adviser is available for consultation and visits to communities.

X. Economic and Social Surveys: Of counties and communities for use by them in efforts to improve their economic and social conditions. Information about economic, social and civic conditions in the State and Nation. *University News Letter* weekly free of charge.

XI. Recreation and Community Organization: Promotes community organization. Recreational programs and lectures. Laying out playgrounds. Equipment. Community recreation surveys. Physical ability tests for schools. Play institutes. Recreational bulletins, leaflets, and aids. Home chautauquas. Field day programs. County and local fairs. Field representative available.

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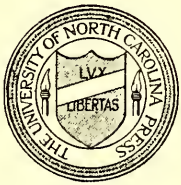
XIII. Design and Improvement of School Grounds: Designs and planting plans for grounds of schools, churches, and charitable institutions. Write for list of bulletins.

XIV. Educational Research and Information (the School of Education): Educational test and measurement supplies and assistance. School surveys. Advice and counsel with reference to school buildings, equipment, and general administrative problems.

UNIVERSITY EXTENSION DIVISION

UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN



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FIRST MEETING

Date..... Place.....

A Daughter of the Samurai

By Etsu Inagaki Sugimoto

Do you ever feel a certain reverence in the presence of some one person—a need for lowering the voice, suppressing gossip, and voicing only the purest and kindest thoughts? Then you will surely experience this feeling when reading the charming book of Madame Sugimoto, daughter of feudal Japan, modern American, gentlewoman.

"Samurai" was originally the name of the military class in Japan during the feudal period. Now it denotes the gentry. All the strange and interesting customs of a Samurai household are narrated in lively style, and it seems little short of miraculous that a child brought up under all this ceremonial régime should be capable of transforming herself into an American within such a short time. It is to be hoped that Madame Sugimoto will write a sequel, telling of her later life in the land of her adoption.

First Paper: By.....

Sketch of Madame Sugimoto's Life.

Second Paper: By.....

A Samurai Household.

Customs and Ceremonies.

Third Paper: By.....

Reading of several of the Japanese stories in the book, such as "The Nameless," "Lady Moon," etc.

COLLATERAL READING

Geoffrey, Theodate. An Immigrant in Japan.
Greenbie, Sidney. Japan: Real and Imaginary.
Knox, G. W. Japanese Life in Town and Country.
Hearn, Lafcadio. Japan: an Attempt at Interpretation.
Hearn, Lafcadio. Kottō: Being Japanese Curios with Sundry Cobwebs.
Murasaki Shikibu. Tale of Genji.

SECOND MEETING

Date..... Place.....

After Noon

By Susan Ertz

Lolly Willowes

By Sylvia Townsend Warner

It is a difficult matter to select one or two novels from the year's output. Of the dozen or so that are good, very few are outstanding. The two chosen for this program are excellent stories, well written, and not involving any deep moral problem.

"After Noon", written by an American woman living in England, concerns itself with an attractive young Englishman, Charles Lester, and his attitude toward women. He does not lose his sense of humor, under the most trying conditions—even when his wife elopes with another man, leaving him stranded with twin girl babies. Then the action passes to the time when the girls grow up, and complications arise.

The story of Miss Laura Willowes, spinster, and her search for happiness, defies all description. Here are a few of the adjectives that have been applied to it by literary critics: queer, insinuating, original, witty, beautiful, delicate, rare, mellow, humorous, sly, adroit, exquisite, fantastic, enchanting, curious, feline, remarkable, pungent, satisfying, delicious. Surely an adjective for every taste!

First Paper: By.....

After Noon.

Story.

Characters.

Did Charles "live happy ever after?"

SECOND PAPER: By.....

Lolly Willowes.

The plot.

Lolly's love for nature.

ROUND TABLE

Brief reviews and discussions of other new novels.

SUGGESTED NOVELS

Ertz, Susan. Madame Claire.
Boyd, James. Drums.
Parrish, Anne. The Perennial Bachelor.
Heyward, Du Bose. Porgy.
Millin, Sarah G. Mary Glenn.
Dreiser, Theodore. An American Tragedy.
Winslow, Thyra Samter. Show Business.
Young, Francis Brett. Sea Horses.
O'Higgins, Harvey. Clara Barron.

THIRD MEETING

Date..... Place.....

The Medical Follies

By Morris Fishbein

This book is described in its sub-title as "an analysis of the foibles of some healing cults, including osteopathy, homeopathy, chiropractic, and the electronic reactions of Abrams, with essays on the anti-vivisectionists, health legislation, physical culture, birth control, and rejuvenation." The author is editor of the *Journal* of the American Medical Association and associate professor of clinical medicine at the University of Chicago.

"The Medical Follies" may be taken amiss by some people, those, for instance, who go to an osteopath for every possible ailment, or pin their faith to Bernarr Macfadden and his *Physical Culture* magazine, but the book has the ring of an authority backed by the soundest common sense, and cannot fail to appeal to those who are like-minded. The revelation of the ignorance and lack of training of some of the so-called healers, in whose hands patients unquestioningly place themselves, is truly appalling. The exposé of the "big muscle boys" is highly amusing. In a world of high powered advertising, where apparently only a little money and leisure are needed to straighten noses, "slenderize" ankles, and turn out regular Venuses and Apollos of physical perfection, it is good to have such a book as Dr. Fishbein's as an antidote and a corrective.

First Paper: By.....

Some healing cults.

Elisha Perkins.
Homeopathy.
Osteopathy and chiropractic.
The Abrams box.

SECOND PAPER: By.....

Fads and Fancies.

In health legislation.

In animal experimentation.

THIRD PAPER: By.....

"Physical Culture."

Macfadden publications.

The professors of strength.

COLLATERAL READING

Hutchinson, Woods. Exercise and Health.
Rinehart, S. M. The Commonsense of Health.
Fisher & Fisk. How to Live.
O'Shea & Kellogg. Health and Cleanliness.
Carroll, R. S. Old at Forty or Young at Sixty.

FOURTH MEETING

First Paper: By.....

One Man's Life

By Herbert Quick

"Herbert Quick had recounted only the first twenty-nine years of his rich and varied life when death cut short the record. Even in its unfinished form, however, it stands as the only piece of recent American autobiography comparable with 'The Education of Henry Adams.' Written in a simple yet imaginative style, without a trace of affectation, it concerns far more than the modest title would indicate. The 'one man' chanced to be a man who could embrace the ideal interests of humanity, and the book sets before us not only the wholly admirable character of Herbert Quick but the life of his community and the problems of his nation."

Ernest Sutherland Bates.

First Paper: By.....

Sketch of the author.

On the farm.
Country school teacher.
Law student.

Second Paper: By.....

Iowa—pioneer days.

Third Paper: By.....

Herbert Quick's prairie novels.

Collateral Reading

Books by Herbert Quick
The Brown Mouse.
Vandemark's Folly.
The Hawkeye.
The Invisible Woman.

FIFTH MEETING

Date..... Place.....

Lonesome Road: Six Plays for the Negro Theatre

By PAUL GREEN

The title of these plays is not given to any one of them, but is taken from a negro song:

> *"Look down, look down dat lonesome road*
> *Whah me and my pardner's got to go. . . ."*

It epitomizes the side of negro life which Paul Green has chosen to portray—the isolated condition of the negro, separated by a deep gulf from the rest of mankind. Hands may be stretched out to him across the gulf, but let him beware of making the first advances!

These plays are not only highly dramatic; the characters are filled with the breath of life, and their speech is most natural, simple, and direct. One reads "Lonesome Road" with two strong desires, to see the plays acted on the stage, and to see them acted in a manner worthy of them.

FIRST PAPER: By.....

Paul Green's plays.

The "uneasy" side of negro life.

Outstanding characters.

READING

"The Hot Iron" is suggested, with a reader for each character.

COLLATERAL READING

Green, Paul. The Lord's Will.

Koch, F. H., editor. Carolina Folk Plays; First and Second Series.

SIXTH MEETING

Date..... Place.....

Sunlight in New Granada

By William McFee

In reviving the romantic name of "New Granada" for that state in South America which is now known as "Colombia," William McFee has attempted, as he states in the preface, "to set out something of a case for the Latin American, to get past all the narrow and rancorous criticisms of the standardized Nordic mind, to try to see a little way into the vivid, passionate, generous soul of the Latin and report what happens there." And he has most charmingly succeeded, not only in revealing in a series of romantic pictures the character of the land and its people, but also in making one feel that it will be a sad day for the world when every city and town in it is standardized, after a model where our Babbitt would always find himself at home.

First Paper: By.....

New Granada—the country.

Second Paper: By.....

New Granada—the people.

Third Paper: By.....

The author and his books.

Collateral Reading

Eder, Phanor J. Colombia.
Cunninghame-Graham, R. B. Cartagena and the Banks of the Sinú.
Franck, Harry A. Vagabonding Down the Andes.
Books by William McFee
- Aliens.
- Casuals of the Sea.
- Command.
- Harbours of Memory.
- Race.
- Swallowing the Anchor.

SEVENTH MEETING

Date..... Place.....

Diary and Letters

By JOSEPHINE PRESTON PEABODY

Joseph Lewis French says: "In the poetry of Josephine Preston Peabody is comprehended the final fulfilment of American poetic utterance of an era which had a definitive ending but still shows no equally effective signs of significant new beginnings. A very competent critic remarked to me only the other day that reading her poems over again he could find little satisfaction in contemporary poetry. This is undoubtedly her true epitaph."

There is so little of her poetry, some half dozen slim volumes, that we are all the more grateful for this last book of her letters, and the diary, kept for thirty years of her life. Into them she poured all her thoughts, desires, and joys, all the strivings of a creative artist. Through them the reader becomes acquainted with a rare, vivid spirit, a great-hearted woman, who made of her life a perfect thing.

FIRST PAPER: By.....

The woman.

Life.

SECOND PAPER: By.....

The poet.

Evaluation and readings.

THIRD PAPER: By.....

Contemporary women poets.

Amy Lowell.
Sara Teasdale.
Edna St. Vincent Millay.

Collateral Reading

Books by Josephine Preston Peabody
- Harvest Moon.
- The Singing Man.
- The Singing Leaves.
- The Book of the Little Past.
- Marlowe.
- The Piper.

Lowell, Amy. What's O'clock.
Teasdale, Sara. Poems.
Millay, Edna St. Vincent. The Harp Weaver.
Cook, Howard Willard. Our Poets of Today.

EIGHTH MEETING

Date..... Place.....

Fishmonger's Fiddle

By A. E. COPPARD

"Mr. Coppard is a born story-teller. He has a rich, whimsical, coloured style, and one is aware of him, at the opening of many of his stories, settling down with gusto and a full consciousness of his admirable powers to the business of yarn-spinning. He has a delightfully innocent and colloquial tone, he perfectly conceals the mechanism of his plots, his characters are as genuine as people that one reads of in the news, his conversation allows one the pleasure of real eavesdropping. And best of all, he has invented his own technique."

Spectator.

READING

Either one long story or two short ones. Suggested: "A Wild Goose Chase;" or, "Willie Waugh" and "Alice Brady."

ROUND TABLE

Discussion of short stories.

COLLATERAL READING

Coppard, A. E. Adam and Eve and Pinch Me.
Coppard, A. E. The Black Dog.
O'Brien & Cournos, editors. Best British Short Stories of 1924; 1925.
O'Brien, E. J., editor. Best Short Stories, 1924; 1925. (American.)
Best French Short Stories of 1924-25.
Best Continental Short Stories of 1924-25.
Clark & Lieber. Great Short Stories of the World.

NINTH MEETING

Date..... Place.....

Renoir: an Intimate Record

By Ambroise Vollard

M. Vollard, well-known connoisseur and dealer in works of art, was for many years the intimate friend of Renoir, and from the beginning of their acquaintance formed the habit of noting down their conversations on many subjects pertaining to life and the arts. The result is not only a vivid picture of a great painter, but a cross section of the French artistic world of the last fifty years—painters, critics, collectors, speculators, and modern Maecenases.

First Paper: By.....

Renoir—the man.

Life.

Character.

Second Paper: By.....

Renoir—the artist.

Style.

Subjects.

Dealers.

Third Paper: By.....

Contemporary French artists.

Collateral Reading

Fosca, François. Renoir.
Pach, Walter. Masters of Modern Art.
Masters of Modern Art:
Cézanne.
Manet.
Gauguin.
Pissarro.
Maugham, Somerset. The Moon and Sixpence.

TENTH MEETING

Date..... Place.....

The Queen of Cooks—and Some Kings

By ROSA LEWIS

On the surface this book might appear to be just another one of those gossipy chitchats of high life, to be enjoyed for an hour, and then consigned to oblivion. But "The Queen of Cooks" is really much more than that. It tells the story of Rosa Lewis, from scullery maid to proprietor of the Cavendish Hotel —of a cook whose personality and wit gained for her the friendship of some of England's greatest. The skilful way in which this is presented, in Mrs. Lewis' own words, gives the reader a real insight into her remarkable character and unconventional philosophy of life.

FIRST PAPER: By.....

Rosa Lewis: sketch of her life.

SECOND PAPER: By.....

Some English notables.

THIRD PAPER: By.....

Rosa Lewis' philosophy of life.

These papers should be illustrated by frequent readings from the book.

COLLATERAL READING

Strachey, Lytton. Queen Victoria.
Lee, Sidney. King Edward VII: a Biography.
Begbie, Harold. Mirrors of Downing Street.
Langtry, Lillie. (Lady De Bathe.) Days I Knew.
Campbell, Mrs. Patrick. My Life and Some Letters.

ELEVENTH MEETING

Date..... Place.....

Jefferson and Hamilton

By Claude G. Bowers

Mr. Bowers, an editorial writer for the New York *World,* a man active in Democratic politics, has written the story of the twelve years' struggle between the conflicting ideals of Hamilton and Jefferson, and the imprint they left on the character of the new republic. Seldom has a book of history evoked such a wealth of enthusiastic comment:

"The most interesting book that has ever been written about the two greatest antagonists this country has ever produced, and the truest story of Jefferson and Hamilton."

William E. Dodd.

"Attractive as is every page and line of his book, dramatic as all and thrilling as some of it is, every statement is supported by a foot-note reference to original data."

A. J. Beveridge.

"He has admirably succeeded. Bowers has the art of making dead people live and move as flesh and blood again. This is one of the most striking features of his delightful book."

William G. McAdoo.

First Paper: By.....

Hamilton.

Portrait.
Beliefs.

Second Paper: By.....

Jefferson.

Portrait.
Beliefs.

THIRD PAPER: By.....

The conflict.

COLLATERAL READING

Ford, H. J. Alexander Hamilton.
Oliver, F. S. Alexander Hamilton: an Essay on American Union.
Hamilton, Alexander, and others. Selections from the Federalist.
Curtis, W. E. The True Thomas Jefferson.
Muzzey, D. S. Thomas Jefferson.
Hirst, F. W. Life and Letters of Thomas Jefferson.
Wharton, Anne H. Social Life in the Early Republic.
Wharton, Anne H. Salons Colonial and Republican.
Bowers, C. G. Party Battles of the Jackson Period.

TWELFTH MEETING

Date..... Place.....

Microbe Hunters

By Paul De Kruif

Paul De Kruif, a bacteriologist who furnished Sinclair Lewis with all the scientific filling of "Arrowsmith," has left science for literature, and in "Microbe Hunters" he proves himself a master in both fields. Beginning with Leeuwenhoek, the Dutch lens grinder who first discovered bacteria two hundred and fifty years ago, in a series of biographical narratives De Kruif stages the dramatic fight between men and germs. "It is an exhilarating and valuable contribution to one of the noblest chapters in the history of mankind."

First Paper: By.....

Leeuwenhoek; Spallanzani; Pasteur; Koch.

Second Paper: By.....

Roux; Behring; Metchnikoff; Theobald Smith.

Third Paper: By.....

Bruce; Ross; Grassi; Walter Reed; Ehrlich.

Collateral Reading

Kendall, A. I. Civilization and the Microbe.
Vallery-Radot, D. The Life of Pasteur.
Metchnikoff, Olga. The Life of Elie Metchnikoff.
Lewis, Sinclair. Arrowsmith.

THIRTEENTH MEETING

Date..... Place.....

A Player Under Three Reigns

By SIR JOHNSTON FORBES-ROBERTSON

These recollections of a long and distinguished career on the stage are told with simplicity, modesty, and directness. The volume is rich in fleeting glimpses of prominent figures of the literary, artistic, and dramatic worlds, and is written with fine discretion, betraying the sensitiveness of the artist and the good breeding of the gentleman. In the literary world of today, the keynote of which seems to be the realism of nothing omitted, it is a pleasure to find a writer "who with his pen has caught some of the courtly rhythm of 'Hamlet.' "

FIRST PAPER: By.....

Early life.

School days.
Holidays in France.
Student of art.

SECOND PAPER: By.....

Actor and manager.

Exponent of Shakespeare.
Other plays.

THIRD PAPER: By.....

Friends of the pen, brush, and stage.

Writers.
Artists.
Actors.

Collateral Reading

Bancroft, Sir Squire. Empty Chairs.
Vernon, Frank. The Twentieth Century Theatre.
Phelps, W. L. The Twentieth Century Theatre.
Phelps, W. L. Essays on Modern Dramatists.
Eaton, W. P. The Actor's Heritage.
Hamilton, C. M. Conversations on Contemporary Drama.

FOURTEENTH MEETING

Date..... Place.....

Other People's Daughters

By ELEANOR ROWLAND WEMBRIDGE

This book is included not as a volume of short stories, but as a sociological study of young city girls of the class which has few advantages and many handicaps. Mrs. Wembridge, a Ph.D. in Psychology, has been the psychologist at the Bedford Reformatory for Women, associated with the Women's Protective Association of Cleveland, and a college teacher of distinguished record. The New York *Times* says: "An unusual book this, written with the psychologist's scientific knowledge of human nature, the practical welfare worker's acquaintance with sordid conditions of life, and the fictionist's feeling for literary art."

THE WORKING GIRL

FIRST PAPER: By.....

Home life.

"The New House."
"Seven P.M."
"Just Like Steve."

SECOND PAPER: By.....

Handicaps of nature.

"Dull."
"I. Q. 73."
"The Alias."

THIRD PAPER: By.....

Social life.

"Bullieve Me."
"The Two Margarets."
"Silk Stockings."
"The First of May."

READING of "Petting and the Campus."

Collateral Reading

Four Years in the Underbrush.
Parker, Cornelia S. Working With the Working Woman.
Addams, Jane. The Spirit of Youth and the City Streets.
Thomas, W. I. The Unadjusted Girl.
Drucker & Hexter. Children Astray.
Blanchard, Phyllis. The Adolescent Girl.

FIFTEENTH MEETING

Date..... Place.....

Six Years in the Malay Jungle

By CARVETH WELLS

Every year new travelers explore the hidden places of the world and bring forth their secrets—Arctic regions, burning deserts, wild animals, mountain climbing—all are described for the benefit of the fireside traveler. But how seldom are these written in an entertaining, dramatic style, in keeping with their subject! Such a rare book is this of Mr. Wells, who was sent to the Malay Peninsula in 1913 to survey a railway route, and was kept there by the fortunes of war for six years. Wading through swamps, and sometimes penetrating into places untrodden by man, fighting against the jungle, leeches, fever, and the inertia of the native workman; Mr. Wells still keeps his unfailing sense of humor and keen interest in natural history. He writes with sprightliness and enthusiasm, as one who was not performing a task, but undertaking an adventure just for the fun of the thing.

FIRST PAPER: By.....

Engineering in the wilds.

Surveying a railroad.

Living conditions.

SECOND PAPER: By.....

The Malay Jungle.

Natives.

Animals.

THIRD PAPER: By.....

Reading of a chapter: IV, VII or IX suggested.

COLLATERAL READING

Wallace, Alfred Russel. The Malay Archipelago.

Mayer, Charles. Trapping Wild Animals in Malay Jungles.

Tomlinson, H. M. Tide Marks.

Evans, Ivor H. N. Studies in Religion, Folk-lore, and Customs in British North Borneo and the Malay Peninsula.

TERMS FOR THE COURSE

The registration fee for the course *Current Books* is $7.00, for which ten copies of the program will be supplied and references will be loaned to each club member upon request. Application blanks will be supplied for the use of members in ordering the reference material.

Members of clubs not registered for this course will be charged twenty-five cents in addition to the postage for the loan of material called for in any paper for this program.

Additional copies of the program are fifty cents each.

Additional copies of the reference books may be obtained at publisher's prices, which will be supplied on request.

THE LOAN OF BOOKS

Material for this course will be loaned by the Extension Division upon the following terms: The club must first register and pay the required fee, or individual members must pay twenty-five cents for each request. The secretary should order material at least two weeks before it is to be used. Requests for books by return mail will be attended to, but no guarantee is made that they will reach their destination in time to be of use.

Books and other material must be returned within two weeks from the date received. Upon request, the time on books will be extended one week, provided the club registration number and the date stamped in book are given. The club is subject to a fine of five cents a day on each package kept over two weeks.

Transportation charges both ways are borne by the club. This includes posting and packing.

Address all correspondence concerning this program to

Women's Club Section,
Bureau of Public Discussion,
University Extension Division,
Chapel Hill, N. C.

BIBLIOGRAPHY

A Daughter of the Samurai, by Etsu Inagaki Sugimoto. Doubleday. $3.00. (1)

After Noon, by Susan Ertz. Appleton. $2.00. (2)

Lolly Willowes, by Sylvia Townsend Warner. Viking Press. $2.00. (2)

The Medical Follies, by Morris Fishbein. Boni & Liveright. $2.00. (3)

One Man's Life, by Herbert Quick. Bobbs. $5.00. (4)

Lonesome Road, by Paul Green. McBride. $2.00. (5)

Sunlight in New Granada, by William McFee. Doubleday. $3.50. (6)

Diary and Letters, by Josephine Preston Peabody. Houghton. $4.50. (7)

Fishmonger's Fiddle, by A. E. Coppard. Knopf. $2.50. (8)

Renoir: an Intimate Record, by Ambroise Vollard. Knopf. $3.50. (9)

The Queen of Cooks—and Some Kings, by Rosa Lewis. Boni & Liveright. $3.00. (10)

Jefferson and Hamilton, by Claude G. Bowers. Houghton. $5.00. (11)

Microbe Hunters, by Paul De Kruif. Harcourt. $3.50. (12)

A Player Under Three Reigns, by Sir Johnston Forbes-Robertson. Little. $5.00. (13)

Other People's Daughters, by Eleanor Rowland Wembridge. Houghton. $2.50. (14)

Six Years in the Malay Jungle, by Carveth Wells. Doubleday. $3.00. (15)

COLLATERAL READING

Addams, Jane. The Spirit of Youth and the City Streets. Macmillan. $1.75. (14)

Bancroft, Sir Squire. Empty Chairs. Stokes. $3.50. (13)

Begbie, Harold. Mirrors of Downing Street. Putnam. $2.50. (10)

Best Continental Short Stories of 1924-25. Small. $2.50. (8)

Best French Short Stories of 1924-25. Small. $2.50. (8)

Blanchard, Phyllis. The Adolescent Girl. Dodd. $2.50. (14)

Bowers, C. G. Party Battles of the Jackson Period. Houghton. $2.00. (11)

Boyd, James. Drums. Scribner. $2.50. (2)

Campbell, Mrs. Patrick. My Life and Some Letters. Dodd. $5.00. (10)

Carroll, R. S. Old at Forty or Young at Sixty. Macmillan. $2.00. (3)

Clark, Barrett & Lieber, Max, eds. Great Short Stories of the World. McBride. $5.00. (8)

Cook, H. W. Our Poets of Today. Dodd. $2.50. (7)

Coppard, A. E. Adam and Eve and Pinch Me. Knopf. $2.50. (8)

Coppard, A. E. The Black Dog. Knopf. $2.50. (8)

Cunninghame-Graham, R. B. Cartagena and the Banks of the Sinú. Doran. $6.00 (?) (6)

Curtis, W. E. The True Thomas Jefferson. Lippincott. $3.00. (11)

Dreiser, Theodore. An American Tragedy. 2 volumes. Boni & Liveright. $5.00. (2)

Drucker, Saul & Hexter, M. B. Children Astray. Harvard. $3.50. (14)

Eaton, W. P. The Actor's Heritage. Atlantic. $4.00. (13)

Eder, P. J. Colombia. Scribner. $4.50. (6)

Ertz, Susan. Madame Claire. Appleton. $2.00. (2)

Evans, I. H. N. Studies in Religion, Folk-lore, and Customs in British North Borneo and the Malay Peninsula. Macmillan. $7.00. (15)

Fisher, Irving & Fisk, E. L. How to Live. Funk. $2.00. (3)

Ford, H. J. Alexander Hamilton. Scribner. $2.00. (11)

Fosca, François. Renoir. Dodd. $1.75. (9)

Four Years in the Underbrush. Scribner. $2.50. (14)

Franck, H. A. Vagabonding Down the Andes. Century. $5.00. (6)

Geoffrey, Theodate. An Immigrant in Japan. Houghton. $3.00. (1)

Green, Paul. The Lord's Will. Holt. $2.00. (5)

Greenbie, Sidney. Japan: Real and Imaginary. Harper. $5.00. (1)

Hamilton, Alexander, and others. Selections from the Federalist. Scribner. $1.00. (11)

Hamilton, C. M. Conversations on Contemporary Drama. Macmillan. $2.00. (13)

Hearn, Lafcadio. Japan: an Attempt at an Interpretation. Macmillan. $2.50. (1)

Hearn, Lafcadio. Kottō. Macmillan. $2.00. (1)

Heyward, Du Bose. Porgy. Doran. $2.00. (2)

Hirst, F. W. Life and Letters of Thomas Jefferson. Macmillan. $6.00. (11)

Hutchinson, Woods. Exercise and Health. Macmillan. $1.00. (3)

Kendall, A. I. Civilization and the Microbe. Houghton. $2.50. (12)

Knox, G. W. Japanese Life in Town and Country. Putnam. $1.50. (1)

Koch, F. H., ed. Carolina Folk Plays; First and Second Series. Holt. $2.00 each. (5)

Langtry, Lillie. Days I Knew. Doran. $5.00. (10)

Lee, Sidney. King Edward VII. Macmillan. $8.00. (10)

Lewis, Sinclair. Arrowsmith. Harcourt. $2.00. (12)

Lowell, Amy. What's O'clock. Houghton. $2.25. (7)

McFee, William.

Aliens.
Casuals of the Sea.
Command.
Harbours of Memory.
Race.
Swallowing the Anchor.
All published by Doubleday at $2.00 each. (6)

Masters of Modern Art.

Cézanne.
Monet.
Manet.
Gauguin.
Pissarro.
All published by Dodd at $1.75 each. (9)

Maugham, Somerset. The Moon and Sixpence. Doran. $2.50. (9)

Mayer, Charles. Trapping Wild Animals in Malay Jungles. Duffield. $2.50. (15)

Metchnikoff, Olga. The Life of Elie Metchnikoff. Houghton. $5.00. (12)

Millay, E. St. V. The Harp Weaver. Harper. $2.00. (7)

Millin, S. G. Mary Glenn. Boni & Liveright. $2.00. (2)

Murasaki Shikibu. Tale of Genji. Houghton. $3.00. (1)

Muzzey, D. S. Thomas Jefferson. Scribner. $2.00. (11)

O'Brien, E. J. & Cournos, John, eds. Best British Short Stories of 1924; 1925. Small. $2.50 each. (8)

O'Brien, E. J., ed. Best Short Stories, 1924; 1925. (American). Small. $2.50 each. (8)

O'Higgins, Harvey. Clara Barron. Harper. $2.00. (2)

Oliver, F. S. Alexander Hamilton. Putnam. $5.00. (11)

O'Shea, M. V. & Kellogg, J. H. Health and Cleanliness. Macmillan. $.80. (3)

Pach, Walter. Masters of Modern Art. Huebsch. $3.50. (9)
Parker, C. S. Working with the Working Woman. Harper. $2.50. (14)
Parrish, Anne. The Perennial Bachelor. Harper. $2.00. (2)
Peabody, J. P.
Harvest Moon. $1.75.
The Singing Man. $1.75.
The Singing Leaves. $1.50.
The Book of the Little Past. $2.25.
Marlowe. $1.75.
The Piper. $1.75.
All published by Houghton. (7)
Phelps, W. L. Essays on Modern Dramatists. Macmillan. $1.50. (13)
Phelps, W. L. The Twentieth Century Theatre. Macmillan. $1.60. (13)
Quick, Herbert.
The Brown Mouse. $1.75.
Vandemark's Folly. $2.00.
The Hawkeye. $2.00.
The Invisible Woman. $2.50.
All published by Bobbs. (4)
Rinehart, S. M. The Commonsense of Health. Doran. $2.50. (3)
Strachey, Lytton. Queen Victoria. Harcourt. $2.50. (10)
Teasdale, Sara. Poems. 3 volumes. Macmillan. $6.00. (7)
Thomas, W. I. The Unadjusted Girl. Little. $3.00. (14)
Tomlinson, H. M. Tide Marks. Harper. $4.00. (15)
Vallery-Radot, D. The Life of Pasteur. Doubleday. $3.00. (12)
Vernon, Frank. The Twentieth Century Theatre. Houghton. $1.50. (13)
Wallace, A. R. The Malay Archipelago. Macmillan. $4.00. (15)
Wharton, A. H. Salons Colonial and Republican. Lippincott. $3.50. (11)
Wharton, A. H. Social Life in the Early Republic. Lippincott. $3.50. (11)
Winslow, T. S. Show Business. Knopf. $2.50. (2)
Young, F. B. Sea Horses. Knopf. $2.50. (2)

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